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17. ABSTRACT (MAX. 250 WORDS)

A handbook of English sequential pattern drills for teaching English grammar to Spanish speaking students is presented. Each section contains teachers' notes, students' lists, and worksheets. The four major form-classes of words are studied—the noun, the adjective, the verb, and the adverb. Drills are used to teach when they occur, their signal words or markers, the structure words which relate them to one another, how they are formed, now they may change form, how they differ from other form-class words, and how they may be expanded. The teachers' notes contain some suggestions for relating the grammatical rules to those in Spanish. The bibliography lists books under the topics of general culture, Mexican-American, language, and speech.

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Tucson Public Schools
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## LIST OF SYMBOLS

| | | | |
|---|---|---|---|
| N | = noun | -- sing ular noun or noun substitute | |
| N+s | = noun + s | -- plural noun | |
| N+'s | = noun's | -- singular possessive | |
| N+s' | = nouns' | -- plural possessive | |
| D | = determiner | -- noun-marker | |
| V | = verb | -- simple form, verb head-word, or complete verb | |
| V+s | = verb + s | -- third person singular | (walks) |
| V+ing | = verb + ing | -- present participle | (walking) |
| V+ing+s | = verb + ing + s | -- plural gerund | (the comings and goings) |
| V+ed | = verb + ed | -- simple past (walked, drove) irregular verbs incl | |
| V+ed/en | = | -- past participle | (walked, driven) |
| To+V | = to + verb | -- infinitive | (to walk) |
| LV | = | -- linking verb | |
| VG | = | -- verb group | |
| v | = auxiliary | -- verb-marker | |
| I | = intensifier | -- adjective or adverb marker of degree | |
| A | = adjective | | |
| AP | = adjective phrase | | |
| AC | = adjective clause | | |
| Av | = adverb | | |
| AvP | = adverb phrase | | |
| AvC | = adverb clause | | |
| Prep | = preposition | | |
| Prep. N | = prepositional phrase | | |

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# THE FOUR MAJOR FORM-CLASSES OF WORDS

Where they occur-

Their signal words or markers-

The structure words which relate them to one another-

How they are formed-

How they may change form-

How they differ from other form-class words-

How they may be expanded-

I THE NOUN

II THE ADJECTIVE

III THE VERB

IV THE ADVERB

Teacher's notes:

## THE NOUN

### Word Order

1. The noun is most commonly signaled by the use of a determiner such as a, an, and the before it.

2. Subject nouns and pronouns occupy characteristic positions in the sentence, usually before the verb. ( N V )

3. Object nouns and pronouns occupy characteristic positions in the sentence, usually after the verb. ( N V N )

4. Single word adjectives usually precede the noun; word-group modifiers usually follow it.

5. A prepositional phrase modifier precedes the clause modifier after the noun.

### Inflection

6. Pronoun forms may substitute for nouns and change form to show subject, object, and possession, as well as person and gender.

7. Nouns may select (to a limited degree) varying forms of words which express number, gender, person, and case.

8. Nouns may be singular, plural, or non-countable. They commonly form the plural by adding s. ( N+s)

9. Nouns may be used as possessives by adding 's or (s)'.

10. Nouns may be formed from other form-class words by the addition of certain endings. Other form-class words may be formed from nouns in the same way.

11. There is no difference between subject and object noun forms; pronouns do change form.

12. The V+ing and the to+V forms of verbs may be used as nouns.

### Noun-word groups

13. A noun may be modified by one or more adjectives and their qualifying words (I), a prepositional phrase, or a clause. The entire unit is the noun-cluster.

14. A group of words with a noun headword or base may function in any position occupied by a single noun. Conversely, the noun headword in a word-group may substitute for the group.

### Function Words

15. The determiner is the most common marker of nouns. The noun-cluster includes all words between the determiner and the noun.( D A→A→N)

16. More than one noun may be connected by a "connector" or conjunction and used in subject or object position.

17. Nouns cannot be used with very and do not end in ly.

18. We use certain words as function nouns such as none, mine, ours, etc.

19. Prepositions are commonly followed by noun or pronoun objects.

## Stress

20. The single noun or the noun headword in the group is usually stressed.

21. Nouns may be differentiated from verbs of like form by stress on the first syllable: pro' gress -- pro gress'

22. Nouns may join to other nouns or to adjectives as compounds and are contrasted to other patterns by stress.

23. Nouns may name a person, place, or thing but this definition may be confusing especially in abstract words, and excludes function. For example, in the phrase the grocery store, is grocery and adjective or noun?

# WORK SHEETS AND WORD LISTS

Suggestions for use:

For those students who need supplementary work or practice, the following sample worksheets are provided. Some lessons are included as enrichment activities for advanced students. Instructions on the worksheets may have to be adapted for grade level or ability groups. For this reason, teachers notes may be at the top of the page above the worksheet.

You may wish to make a folder for each student. Word lists and instruction sheets should be stored in them and readily available for use. In some classes, it is advisable for the teacher to keep the folders and to pass them out at the beginning of the language period.

The word lists are funished as resource lists. They are never to be memorized. They may be used in whatever ways the resourceful teacher may wish to use them. For example; some students cannot work with frames because they cannot distinguish between a noun or a verb. They lack the "feeling" or language "sense" that is normally expected. The use of the determiner list may help the student gain this "sense" about nouns. He may fill in empty pattern sheets during oral drill, or he may be referred to magazines, newspapers, books, etc., for combinations of noun-groups until he becomes fairly adept in recognizing the single noun and the noun group.

More advanced students may enjoy work in Spanish cognate forms.

Student's list:

## LIST OF THE MOST COMMON DETERMINERS

A

AN

THIS

THAT

THESE

THOSE

SOME

ANY

NO

MANY

MUCH

MORE

MOST

BOTH

EACH

EITHER

EVERY

NEITHER

ALL

FEW

WHAT

WHICH

WHATEVER

WHICHEVER

ONE

TWO

THREE
(to)
NINETY-NINE

MY

YOUR

HIS

HER

ITS

OUR

THEIR

THE

A determiner comes before the noun and warns you that a noun is coming no matter how many words may come between.

Every little black and white dog was sold.

These ugly red spots look like ant bites.

My shabby, old, torn dress made a good rag.

I saw a little black and white spotted dog.

Teacher's Notes:

## DETERMINERS

This lesson can be taught by comparing the two languages in regards to the determiners. Point out the difference in determiners before singular and plural nouns, first in Spanish, then in English. Note that some English determiners come before both singular and plural nouns, and some only before singular or plural nouns. Indicate that this is different from Spanish.

| | |
|---|---|
| el libro | the book |
| los libros | the books |
| la casa | the house |
| las casas | the houses |
| un libro | a book |
| unos libros | some books |
| una casa | a house |
| unas casas | some houses. |

1. Determiners occuring only with singular nouns.
    - a
    - an
    - this
    - that
    - every
    - each
    - either
    - neither

2. Determiners occuring only with plural nouns.
    - these
    - those
    - both
    - many
    - few
    - several
    - all
    - most
    - more

3. Determiners which select both singular and plural.
    - the
    - my
    - our
    - your
    - his
    - her
    - its
    - their
    - any
    - no
    - some

## DETERMINERS

A determiner warns you that a noun is coming. Some determiners tell you that a singular noun is coming. Singular means one. Some determiners warn you that a plural noun is coming. Plural means more than one. Fill in the columns using nouns that are singular (N) or plural (N+s). Some determiners can be used with both. Fill in both columns if you can.

| | N | N+s |
|---|---|---|
| the | | |
| a | | |
| an | | |
| this | | |
| that | | |
| these | | |
| those | | |
| some | | |
| any | | |
| much | | |
| more | | |
| no | | |
| most | | |
| both | | |
| each | | |
| either | | |
| every | | |
| neither | | |
| all | | |
| few | | |
| whatever | | |
| what | | |
| which | | |
| one | | |
| ninety-nine | | |

## KINDS OF NOUNS

Look at the sentences written below. The words written below each sentence tell you what kind of noun to use in the blank space. Study the words listed, then write nine more of your own.

1. How many ____________ were there? (Countable Nouns)

1. apples
2. houses
3. men
4.
5.
6.
7.
8.
9.
10.
11.
12.

2. (Noncountable Nouns)

How much ___________ was there?

1. gravel
2. money
3. food
4.
5.
6.
7.
8.
9.
10.
11.
12.

3. (Animate Nouns)

It scared the ___________.

1. man
2. child
3. dog
4.
5.
6.
7.
8.
9.
10.
11.
12.

4. (Proper Nouns)

His name is _____________. Its name is ______________.
Her name is______________.

1. David
2. Ann
3. Lassie
4.
5.
6.
7.
8.
9.
10.
11.
12.

5. (Datable Nouns)

The ______________ was on Saturday.

1. rodeo
2. dance
3. game
4.
5.
6.
7.
8.
9.
10.
11.
12.

**Teacher's Note:** Use as desired.

Noncountable nouns usually have no plural in ordinary language. When we speak of any of these words in the plural, then we are speaking of types and take them out of the noncountables class and put them in a class of countable nouns.

I have tried many different coffees to find the one I like best. (different brands)

Noncountable nouns may pattern without determiners. When they do pattern with determiners, the determiners are those which select both singular and plural nouns or the special determiners much, little, a lot of.

the courage, much courage, a lot of courage, a little courage.

my resentment, much resentment, a lot of resentment, some resentment, very little resentment.

our honesty, much honesty, a lot of honesty, a little bit of honesty

your trouble, much trouble, lots of trouble, a little trouble

his gratitude, much gratitude, etc.

her beauty, much beauty, etc.

its peace, much peace, etc

their hope, much hope, etc.

any gravel, much gravel, etc.

no air, much air, etc.

some mush, lots of mush, etc.

(most liquids, most chemical elements, most abstractions are noncountable nouns.)

# SINGULAR AND PLURAL NOUNS

We call words that name one of something singular nouns. Singular nouns do not end in s so we mark them N.
Example: The boy met his friend.

We call words that name more than one of something plural nouns. To change a singular noun to a plural noun we usually add s. Thus, N+s.
Example: The boys met their friends.

Some plural nouns do not add s but may change in another way. They are also N+s. (children, men)

After the words below, mark N if you think the noun is singular. Mark N+s if you think the noun is plural.

children ________

city ________

country ________

nation ________

people ________

persons ________

paper ________

sheep ________

men ________

parents ________

knives ________

leaf ________

news ________

stranger ________

jealousy ________

treasure ________

scissors ________

women ________

cats ________

team ________

money ________

basket of apples ________

herd of cows ________

group of people ________

loaf of bread ________

one in a million ________

two out of three ________

bicycle wheel ________

pirate band ________

flock of sheep ________

team of horses ________

tons of coal ________

fleet of ships ________

slices of toast ________

box of peaches ________

shelves of books ________

family ________

hundred ________

it ________

some ________

much ________

many ________

Teacher's notes:

## SPECIAL PROBLEMS WITH +S AND 'S

### Plurals

Because in the Spanish language all plural nouns end in a vowel and S the Spanish- speaking student will have a great deal of trouble with our irregular nouns in which the plurals do not add s.

This trouble has taken two forms. (1) Many Spanish-speaking students will say "mans" instead of "men". Special oral drill should be developed to overcome this habit.

Example: The man's car was shared by two other men.
The men's books were on the table.
Two men came to the third man's house for a meeting.
Men are said to be stronger than women.
A woman's hands are smaller than a man's.
The women's club meeting was at one woman's house.

(2) The student may also add an s sound to words that are already plural. The most common error is childrens for children. The childrens are going to the movie. A drill on the plural and the possessive form will help.

Example: My children's toys were shared by all children in the neighborhood.
These children like to play with other children's toys.
Those children live next door, but these children are mine.

### Possessives

These students may have trouble with the position of the possessive noun in English.

| | |
|---|---|
| This is Juan's book. | Este libro es el libro de Juan.<br>This book is the book of John. |
| Maria's pencil. | El lapíz de María<br>The pencil of Maria. |

Students' List:

## THE +S FORMS - SPELLING & PRONUNCIATION

Plural forms of Nouns: There are a few nouns whose plurals are irregular, but most plural nouns are regularly spelled with s or es.

A. Spelling of regular plural forms.

1. Most plurals are formed by adding s to the simple form.

| | | | |
|---|---|---|---|
| picnic | picnics /s/ | play | /z/ |
| book | " | river | " |
| basket | " | pillow | " |

2. When the simple form ends in a letter or combination of letters that represent a hissing sound, es is added. This ending is usually pronounced /ɪz/ or /əz/.

s/s/se/s/ce/s/z/z/ sh/ʃ/ ge/dʒ/ dge/dʒ/ ch/tʃ/ tch/tʃ/ x/ks/

| | | | |
|---|---|---|---|
| box | BOXES | wish | |
| fez | | watch | |
| mass | | business | |
| patch | | judge | |
| orange | | dance | |
| (rich) | | piece | |
| horse | | garage | |

3. When the simple form ends in y preceded by a consonant, the y is changed to i and es added. This ending is usually pronounced as /z/.

| | | | |
|---|---|---|---|
| party | parties | library | |
| berry | | story | |
| jelly | | | |

4. A final y preceded by a vowel is not changed - Just add s. /z/

| | | | |
|---|---|---|---|
| valley | valleys | day | |
| alley | | Monday | |

5. When the simple form ends in o preceded by a consonant, es is added. This ending is usually pronounced as /oz/.

| | | | |
|---|---|---|---|
| tomato | tomatoes | potato | |
| mosquito | | | |

Plural Nouns (cont)

6. When the simple form ends in f or fe the f is changed to v and es /vz/ is added.

leaf __leaves____ /vz/ self __________ /vz/

wolf __________ /vz/ dwarf __________ /vz/

wharf __________ /vz/ knife __________ /vz/

B. Irregular plural nouns (the vowel sound changes)

foot __________ mouse __________

tooth __________ child __________

goose __________ man __________

woman __________

C. Nouns without plural forms. (singular and plural forms are the same)

deer fish sheep

D. Nouns never used with singular verb forms.

people __________ scissors __________

trousers __________ pants __________

clothes __________ eye-glasses __________

riches __________

E. Nouns never used with plural form verb.

news

Note: The same rules apply for possessive forms. There is no difference in sound; the spelling is changed by 's or s'.

## DETERMINERS

The determiner comes before the noun and puts a general limitation on the noun. The most commonly used determiners are A, An, and The.

Using the spaces below write as many determiners and nouns as you can. Use your list of determiners if you have trouble thinking of other examples.

Some determiners warn you that a singular noun is coming. Some warn you that a plural noun is coming. Some may be used with either.

Remember your spelling rules.

| D | N | D | N |
|---|---|---|---|
|  |  |  |  |

## DETERMINERS

Fill in the following sentences using determiners from your list. Some can not be used with all nouns. See if you can tell why.

1. ______________boys had seen ________ elephant.

2. ______________girls had forgotten ____________ notebooks.

3. ______________people like ____________ movies.

4. ______________men said they needed _______ money.

5. He left _________ car in __________ garage.

6. She has to clean ___________ room in _________ morning.

7. ___________ cat was washing _________ face.

8. ___________ trees had shed ____________ leaves.

9. Who put _________ mushrooms in ___________ gravy?

10. ___________ people go swimming __________ day.

11. ___________ clerk sold __________ ladies _________ earrings.

12. ___________ morning ___________ father found ___________ dollars.

13. ___________ teeth were examined by ____________ dentist.

14. ___________ people had seen ___________ comet.

15. ___________ cement had been left by ___________ builders.

16. Not _________ boys can repair ___________ own bicycles.

17. ___________ young lady left _________ purse in _______car.

18. ___________ men have ever climbed ________ mountain.

# DETERMINERS

Fill in the blanks with nouns making sure that the noun you use sounds right with the determiner you put with it.

1. The ____________ smiled at his ____________.

2. A small ____________ lives in that ____________.

3. Both ____________ had forgotten their ____________.

4. Much ____________ will be needed every ____________.

5. The ____________ gave his __________ a ___________.

6. Several ___________ have examined that ___________.

7. These ____________ need more ____________.

8. Not all __________ will like your ___________.

9. Some ____________brings me a ____________ every ____________.

10. No real ____________ needs any ____________.

11. Few ____________ understand these ____________.

12. We don't want any __________ under the ____________.

13. Three ___________ were waiting in that ___________.

14. Your ___________ needs a new ____________ on its ___________.

15. I broke my ___________ on an __________this ___________.

16. Neither ___________ ever saw any ____________ in these ___________.

17. Each ____________ will be given seventeen ______________.

18. No ____________ ever saw any ______________ in these.___________.

19. Our ____________ lost their ______________.

20. Their ____________ won't accept either ______________.

Teacher's notes:

## THE USE OF MUCH AND A LOT OF

It is not a hard and fast rule that we use the determiner much in questions and negative statements and a lot of in statements; however, if you will read the following examples, you will find that we often use them this way.

Students have a tendency to translate mucho(a) as much.

| | | |
|---|---|---|
| Example: | Tiene Usted mucho dinero? | Do you have much money? |
| | Sí, tengo mucho. | Yes, I have a lot. |

They need a lot of practice!

Please note also that the opposite of much can be a little, very little, a little bit.

1. Does your father drink much coffee?
   My father drinks a lot of coffee.
   My father drinks very little coffee.
   He does not drink much coffee.

2. Is there much gravel to be spread?
   There is a lot of gravel to be spread.
   There is a little bit of gravel to be spread.
   There is not much gravel to be spread.

3. Is there much air in the tires?
   There is a little air in the tires.
   There is not much air in the tires.
   There is a lot of air in the tires.

4. Is there much paper on the floor?
   There is a lot of paper on the floor.
   There is not much paper on the floor.
   There is very little paper on the floor.

5. Do you speak much Spanish?
   Yes, I speak a lot of Spanish.
   No, I do not speak much Spanish.
   I speak very little Spanish

Note: We also substitute Lots of.

Have the students try some questions and answers of their own. See the list of noncountable nouns for more words that are selected by the determiner much.*

With countable nouns we use the determiner many, but we often replace it with a lot of and lots of. The opposite of many is few. The Spanish for many is muchas.

*page 9

# THE USE OF SOME OR ANY

In English, some is used in positive sentences.

In English, any is used in negative sentences.

Exemple: I have some paper in my notebook. (positive)
I haven't any paper in my notebook. (negative)
I don't have any paper in my notebook. (negative)

Say the following sentences. Then write the correct word in the blanks at the right.

1. There aren't (some, any) chairs at the table. ______
2. He never makes (some, any) mistakes in grammar. ______
3. I didn't have time to do (some, any) homework. ______
4. The library has (some, any) very hard books. ______
5. I didn't see her put (some, any) water in the vase. ______
6. I saw (some, any) good car models in the store. ______
7. I don't believe that he saw (some, any). ______
8. Maybe you got (some, any) but I didn't get (some, any). ______
9. I have (some, any) new comic books. ______
10. I learned (some, any) new words in English today. ______
11. I don't play (some, any) musical instrument. ______
12. He played in (some, any) of the games, but I didn't. ______
13. We couldn't buy (some, any) cokes in the cafeteria. ______
14. His father gave him (some, any) money to go to the game. ______
15. He said he didn't need (some, any). ______
16. I wish I didn't have (some, any) homework. ______
17. Maybe you learned (some, any) Spanish, but he didn't learn (some, any). ______
18. I haven't got (some, any) paper. ______

## THE USE OF THIS AND THESE

This is a determiner used to name a singular noun (N) which is close to the speaker. In English this word is used in the same way as the Spanish este or esta

| | |
|---|---|
| this book | este libro |
| this girl | esta muchacha |

These is a determiner used to name a plural noun (N+s) and is used in the same way as the Spanish estos and estas.

| | |
|---|---|
| these books | estos libros |
| these girls | estas muchachas |

Fill in the blank spaces below with the words this or these.

1. What are __________ books doing here?

2. _______________ women are looking for the bus.

3. _________ girl is lost.

4. ____________ dogs have been here before.

5. ___________ is an ev il omen.

6. _____________ people are buying bargains.

7. What is __________ thing?

8. Where should I put __________ tape recorder?

9. Do you want me to put __________ tapes away?

10. ____________ hot weather makes me sleepy.

11. ____________ school is certainly a good one.

12. ____________ apple has a worm in it.

13. ____________ apples have rotten spots.

14. ____________ loaf of bread is moldy.

15. ____________ loaves of bread are fresher.

16. Who are ____________ people?

17. I never saw __________ woman before.

## THE USE OF THAT AND THOSE

That is a determiner used to name a singular noun (N) that is not near the speaker. In English the single word that is used in the same way as the Spanish words ese, esa, aquel, and aquella.

| | | |
|---|---|---|
| that boy | ese muchacho | aquel muchacho |
| that girl | esa muchacha | aquella muchacha |

Those is a determiner used to name a plural noun (N+s) that is not near the speaker. The single word those is used in the same way as the Spanish words esos, esas, aquellos, and aquellas.

| | | |
|---|---|---|
| those boys | esos muchachos | aquellos muchachos |
| those girls | esas muchachas | aquellas muchachas |

Fill in the blank spaces using the determiners that or those.

1. __________ books are mine.
2. __________pencil isn't mine.
3. __________ people come from France.
4. __________ person is unfamiliar to me.
5. What are __________ girls talking about?
6. __________ is a big secret.
7. When did __________ bus arrive?
8. All of __________ cars were sold for junk.
9. Many of __________ women don't like to cook.
10. Can you tell me where __________ woman lives?
11. I didn't understand __________ question.
12. Where are __________ papers I left there?
13. I couldn't do __________ problems.
14. __________ lady scolded us for walking on the grass.
15. __________ ladies are walking to church.
16. I can't stand __________ cold weather in the North.
17. __________ meal made me sick.
18. What is __________ boy trying to say?

Teachers notes:

Possessive nouns are usually animate nouns.
Singular nouns usually add 's to show possession.
Plural nouns that do not end in s add 's.
Plural nouns that end in s add ' after the s.

## POSSESSIVE NOUNS

Change the following expressions below to a form of the possessive noun.

| Expression | N's | Ns' |
|---|---|---|
| of the man | | |
| of the boys | | |
| of the women | | |
| of the children | | |
| of the team | | |
| of the child | | |
| of the dog | | |
| of the witch | | |
| of Maria | | |
| of the Marines | | |
| of the doctor | | |
| of the lady | | |
| of the ladies | | |
| of the army | | |
| of the horse | | |
| of the coach | | |
| of the teacher | | |
| of the men | | |
| of the people | | |
| of theboys | | |
| of the snake | | |
| of the dinosaur | | |
| of the elephant | | |

## HIS - HE'S

His is a possessive determiner or possessive pronoun.
He's is a contraction of He is or he has.

His in Spanish is su or de él

| | |
|---|---|
| Su libro es rojo. | His book is red. |
| Este libro es de él. | This book is his. |

He's in Spanish is El es or El está or El ha estado.

| | |
|---|---|
| El está a la escuela. | He's at school. |
| El es mejicano. | He's Mexican. |
| El ha estado en Méjico. | He's been in Mexico. |

How silly it would sound in Spanish - El es libro es rojo. (He's book is red.)
or - Su a la escuela. (His at school.)

Study the following :

1. These are his magazines.
2. These magazines are his.
3. He's not here now.
4. He's not ready yet.
5. Juan is studying his English lesson now.
6. He doesn't spend his money very carefully.
7. He's spending it foolishly.
8. He's reading his book.
9. He's sitting at his desk.
10. He's been to see his girlfriend.

1. These are _____ pencils.
2. These pencils are _______.
3. ________ not there.
4. ________ ready now.
5. Armando is reading _______ assignment.
6. He doesn't spend ________ time wisely.
7. ________ wasting time.
8. ________ carrying ______ suitcase.
9. ________ going to _____ house.
10. ________ been late to ____ meeting every time.

Student's List:

## THE PERSONAL PRONOUNS OF ENGLISH

<table>
<tr><th>SUBJECT</th><th>OBJECT</th><th>PRONOUN DETERMINER</th><th>POSSESSIVE PROUNOUN</th></tr>
<tr><td>I</td><td>ME</td><td>MY</td><td>MINE</td></tr>
<tr><td>WE</td><td>US</td><td>OUR</td><td>OURS</td></tr>
<tr><td colspan="2">YOU</td><td>YOUR</td><td>YOURS</td></tr>
<tr><td>HE</td><td>HIM</td><td colspan="2">HIS</td></tr>
<tr><td>SHE</td><td colspan="2">HER</td><td>HERS</td></tr>
<tr><td colspan="2">IT</td><td colspan="2">ITS</td></tr>
<tr><td>THEY</td><td>THEM</td><td>THEIR</td><td>THEIRS</td></tr>
<tr><td>WHO</td><td>WHO(M)</td><td colspan="2">WHOSE</td></tr>
</table>

These words may be used in place of nouns.

1. They do not add s or 's.
2. Subject and object pronouns are not used with determiners.
3. Pronoun determiners must be followed by a noun.

# PRONOUNS

Teacher's notes:

There are words that function in the structural position of nouns that are grouped according to different characteristics.

The first group may be called function nouns because they have no real lexical meaning by themselves but are dependent upon the context in which they occur to a greater degree than other nouns.

These lists may be used in any way you wish, They may be found in the Sentence Patterns manual.

1. The function nouns identical to determiners. (They do not add s or suffixes.)

all

any

both

enough

his

more

much

several

some

2. The function nouns that are variant forms of determiners. (These do not have inflectional endings.)

| Determiners | Function Noun |
|---|---|
| no | none |
| my | mine |
| our | ours |
| your | yours |
| her | hers |
| their | theirs |

3. The pronouns which may have their own determiners. (These do not have inflectional endings.)

few

many

most

4. Pronouns which may have possessive inflection 's.

either

neither

each

another

5. Pronouns which may have plural inflections.

this/these

that/those

a lot/lots

6. Pronouns which may have plural inflection and may appear with any determiner.

one } also take possessive form
other }

numbers two to ninety-nine

7. Nouns often classified as pronouns. (These can take the plural inflections and may be used with many determiners.)

These also may take 's

somebody

nobody

anybody

anyone

everybody

everyone

something

nothing

anything

everything

no one

someone

8. The reflexive pronouns.

myself

himself

herself

itself

yourself/selves

ourselves

themselves

Teacher's note:

This list may be too difficult for most classes. The vocabulary is fairly advanced. This type of activity is recommended for advanced students.

## STRESS - THE DIFFERENCE BETWEEN SOME NOUNS AND VERBS

Some two-syllable nouns are spelled exactly like verbs. The only way you can tell the difference is through stress. The noun is stressed on the first syllable. The verb is stressed on the second. Say the following words aloud. Then write them in the noun or verb columns and mark the accent with an ' before the stressed syllable. Try to use them in sentences.

| WORD | NOUN | VERB |
|---|---|---|
| address | | |
| abstract | | |
| compress | | |
| combine | | |
| conduct | | |
| confine | | |
| conflict | | |
| contest | | |
| contract | | |
| contrast | | |
| convict | | |
| digest | | |
| extract | | |
| impact | | |
| imprint | | |
| increase | | |
| inlay | | |
| insert | | |
| insult | | |
| object | | |
| permit | | |
| produce | | |
| project | | |
| rebel | | |
| record | | |
| refuse | | |
| reprint | | |
| subject | | |
| torment | | |
| transfer | | |

Some three syllable words are also the same. The last syllable in the verb has secondary stress: Mark these also.

attribute
alternate
estimate
compliment
ornament
supplement
overflow

Can you find more in the dictionary?

Teacher's note: Use as desired.

## HOW NOUNS ARE FORMED FROM OTHER WORD CLASSES

Nouns may be formed by adding certain endings to verbs, adjectives, and other nouns.

Endings which change verbs to nouns:

| Ending | Noun | Verb |
|---|---|---|
| +age | breakage | break |
| +ance | appearance | appear |
| +ence | emergence | emerge |
| +ency | emergency | emerge |
| +er | boiler | boil |
| +or | sailor | sail |
| +ar | liar | lie |
| + ee | payee | pay |
| +ment | payment | pay |
| +ant | servant | serve |
| +ation | combination | combine |
| +ion | rebellion | rebel |
| +ing | breathing | breathe |
| +ior | behavior | behave |

Endings which change adjectives to nouns:

| | | Adjective |
|---|---|---|
| +dom* | freedom | free |
| +ce | independence | independent |
| +ity | hostility | hostile |
| +ness | goodness | good |
| +ster* | oldster | old |
| +eer* | privateer | private |
| +ery | bravery | brave |
| +hood* | falsehood | false |
| ism* | American | Americanism |
| +ist* | socialist | social |
| +th | width | wide |

*also can change nouns.

Endings added to nouns to form other nouns:

| Ending | Noun | Noun |
|---|---|---|
| +dom | kingdom | king |
| +cy | democracy | democrat |
| +er | lifer | life |
| +ian | librarian | library |
| +ism | gangsterism | gangster |
| +ist | violinist | violin |
| +ship | friendship | friend |
| +ster | gangster | gang |
| +eer | auctioneer | auction |
| +let | booklet | book |
| +hood | brotherhood | brother |
| +ling | duckling | duck |
| +ess | hostess | host |
| +ette | cigarette | cigar |

Work sheet

## HOW TO MAKE NOUNS BY ADDING ENDINGS

Make nouns from the following words. (Use the lists on the previous pages)

happy
fine
young
accurate
warm
wise
read
road
hopeless
argue
law
employ
agree
draft
captain
novel
entire
clear
likely
supreme

Use these words in sentences as adjectives, verbs, or nouns. Then use them as nouns. If new words were made from nouns, write a sentence showing both meanings.

# HOW NOUNS CAN BE MADE FROM VERBS BY CHANGING THE SOUND

Some verbs and nouns can be distinguished by a change in sound. It is important to hear the differences in sound for structural meaning as well as lexical meaning.

Study the following words. Fill in the blank in the sentences.

| NOUN | VERB | |
|---|---|---|
| advice | advise | 1. He gave me good _________ but I didn't listen. |
| house | house | 2. Where are they going to _______ the men? |
| gift | give | 3. He liked his __________ very much. |
| deceit | deceive | 4. He didn't mean to __________ you. |
| receipt | receive | 5. He gave the postman a __________. |
| blood | bleed | 6. There was _________ all over the place. |
| complaint | complain | 7. I can't ___________. |

Add any other examples of changing nouns to verbs that you can think of.

Teacher's notes:

## CHARACTERISTICS OF ADJECTIVES

1. The general function of the adjective is to limit the meaning of the noun.

2. The outstanding characteristic of an adjective is the environment in which it is found. It most commonly follows the determiner and precedes the noun headword or it may come after a linking verb. These test patterns will identify most adjectives.

   The ________ boy seems very ________.
   The strong boy seems quite strong.

3. Nouns may function as adjectives.

4. Adjectives may be signaled by intensifiers such as very, quite, etc. (but so may adverbs)

5. Adjectives may not add the inflections s or 's but may add +ed.

6. Adjectives may add the comparative and superlative inflections er and est. If long word adjectives, they may be used with more, most, less, least.

7. Base adjectives may have characteristic inflectional endings.

8. Adjectives may be formed from nouns or verbs by adding certain endings.

9. Endings may be added to base adjectives to form nouns.

10. Endings (en) may be added to base adjectives to form verbs.

11. Adjectives may be signaled by stress.

12. A group of words may function as a single adjective.

## ADJECTIVES

We mark the adjective by A. The arrow points to the noun it modifies or limits. Fill in the adjective column.

| D | A→ | N |
|---|---|---|
| the | little | boy |
| a | | girl |
| some | | students |
| many | | children |
| one | | sweater |
| a | | puppy |
| a few | | athletes |
| all | | men |
| these | | apples |
| that | | lady |
| this | | paper |
| those | | rascals |
| the | | time |
| each | | table |
| any | | door |
| an | | car |
| most | | animals |
| every | | box |
| my | | coat |
| his | | hair |
| more | | countries |
| her | | lipstick |
| your | | comb |
| their | | books |
| its | | path |

## ADJECTIVES

A word that fits both blanks below is an adjective. It limits the meaning of the noun. Notice that a determiner comes before the adjective. Notice that the word very follows the verb is. Study the examples, then fill in the patterns below using words of your own.

| D | A | N | IS | VERY | A |
|---|---|---|---|---|---|
| The | long | path | is | very | long. |
| The | narrow | path | is | very | narrow. |
| The | winding | path | is | very | winding. |
| The | steep | path | is | very | steep. |

Did you notice that some words you used did not fit both A columns? This is because we sometimes use nouns in the position of adjectives. We show this by the signal N+N. See how many of these you can think of. What do you notice about the way they are pronounced? Could you tell the difference between a noun used as an adjective and an adjective by the way they are pronounced?

| D | N | N |
|---|---|---|
| the | grocery | store |
| the | chocolate | milk |

## ADJECTIVES AFTER LINKING VERBS

(Linking verbs are those which can be replaced by forms of be and the essential meaning of the sentence is not lost. They must be followed by a complement, A, Av, or N.)

become
seem
remain
look
sound

| D | N | V | A |
|---|---|---|---|
| The | man | seemed | afraid. |
| The | boy | became | |
| The | child | was | |
| That | man | is | |
| These | apples | are | |
| | She | seems | |
| A | giant | is | |
| A | midget | is | |
| The | dog | was | |
| The | motor | sounded | |
| The | lady | looked | |
| These | bananas | are | |
| The | crowd | stood | |
| That | car | was | |

Make up your own sentences using the words above.

# D A→N

Look in books or newspapers and find words to fill the patterns below.

| D | A→ or N→ | N |
|---|---|---|
| | | |

## D A→N→N

Sometimes the adjective and the noun used as an adjective may be used together. Make up combinations of your own.

| D | A→ | N→ | N |
|---|---|---|---|
| the | little | school | boy |

## DAN

Fill in the adjective and noun columns after the determiners. Make sure you use a singular noun or a plural noun if the determiners tell you to. You do not have to fill all three A columns.

| D | A | A | A | N |
|---|---|---|---|---|
| a | | | | |
| an | | | | |
| this | | | | |
| that | | | | |
| these | | | | |
| those | | | | |
| some | | | | |
| any | | | | |
| no | | | | |
| many | | | | |
| much | | | | |
| more | | | | |
| both | | | | |
| each | | | | |
| either | | | | |
| every | | | | |
| neither | | | | |
| all | | | | |
| few | | | | |
| whatever | | | | |
| two | | | | |

Teacher's notes:

## THE USE OF THE INTENSIFIER WITH THE ADJECTIVE

A. Adjectives can be limited to plus or minus qualities by:
   a. Changes in form by adding er and est.
   b. The use of more, (the) most, less and (the) least.
   c. The use of other words such as rather, quite, etc.

1. Adjectives of one syllable commonly use the er and est forms.

| | | |
|---|---|---|
| fast | faster | (the) fastest |

2. Two syllable adjectives, especially those ending in +y, +er, and +ow, use either er and est or more and most. The latter are used for emphasis.

| | | |
|---|---|---|
| happy | happier | (the) happiest |
| happy | more happy | most happy |

3. Some two-syllable adjectives commonly use more and most.

| | | |
|---|---|---|
| honest | more honest | (the) most honest |
| useless | more useless | (the) most useless |

4. Adjectives of three syllables use more and most.

| | | |
|---|---|---|
| beautiful | more beautiful | (the) most beautiful |
| interesting | more interesting | (the) most interesting |

5. Some adjectives are irregular.

| | | |
|---|---|---|
| good | better | best |
| bad | worse | worst |
| much | more | most |
| many | more | most |
| little | less | least |
| far | farther | farthest |
| | further | furthest |

6. Less is not used with adjectives with the er comparative ending. A negative form with as or so is used.

7. Other words may be used with adjectives.

too
enough
almost
scarcely
rather
partly
nearly
hardly
completely
thoroughly

8. The construction patterns:

as ___A___ as
not as ___A___ as
not so ___A___ as
more ___A___ than
less ___A___ than
A+er ___A___ than
the most ___A___
the least ___A___
_______

the ___A+er___
the ___A+est___
very ___A___
too ___A___
___A___ enough
almost ___A___
almost ___A___ enough

Teacher's note: Use as desired. Each pattern may be used as a separate lesson.

## SAMPLE WORKSHEETS FOR THE ADJECTIVE - INTENSIFIER CONSTRUCTIONS

| 1. D | A+er | N |
|---|---|---|
| the | prettier | sister |

| 2. D | A+est | N |
|---|---|---|
| the | prettiest | sister |

| 3. D | MORE | A | N |
|---|---|---|---|
| a | more | intelligent | boy |

| 4. D | MOST | A | N |
|---|---|---|---|
| a | most | intelligent | boy |

| 5. D | LESS | A | N N |
|---|---|---|---|
| a | less | interesting | time |

| 6. D | LEAST | A | N |
|---|---|---|---|
| the | least | interesting | lesson |

| 7. AS | A | AS | A | N |
|---|---|---|---|---|
| as | pretty | as | a | picture |

| 8. NOT | AS | A | AS | D | N |
|---|---|---|---|---|---|
| not | as | pretty | as | her | sister |

| 9. A+er | THAN | D | N |
|---|---|---|---|
| prettier | than | her | sister |

| 10. MORE | A | THAN | D | N |
|---|---|---|---|---|
| more | beautiful | than | her | sister |

| 11. N | V | I | A |
|---|---|---|---|
| he | is | very<br>rather<br>too<br>completely<br>almost<br>scarcely<br>partly<br>thoroughly | fat |

| 12. N | V | A | ENOUGH |
|---|---|---|---|
| he | is | fat | enough |

| 13. I | AS | A | As |
|---|---|---|---|
| nearly<br>almost<br>scarcely<br>hardly | as | fat | as |

| 14. N | V | NOT | I | AS | A | AS |
|---|---|---|---|---|---|---|
| he | is | not | nearly | as | fat | as |

Teacher's note: Use as desired.

## THE ENDINGS OF ADJECTIVES

Adjectives may be formed from nouns and verbs and bound stems by adding the following endings:

| ENDING | ADJECTIVE | NOUN OR STEM |
|---|---|---|
| +y | healthy | health |
| +al | natural | nature |
| +ful | helpful | help |
| +less | helpless | help |
| +en | woolen | wool |
| +ed | aged | age |
| +ly | manly | man |
| +ar | columnar | column |
| +ary | legendary | legend |
| +ic | scenic | scene |
| +ish | stylish | style |
| +ous | marvelous | marvel |

| ENDING | ADJECTIVE | VERB |
|---|---|---|
| +able | understandable | understand |
| +ent | convenient | convene |
| +ant | dominant | dominate |
| +ive | active | act |
| +ed | learned<br>complicated | learn<br>complicate |
| +ing | interesting | interest |

Teacher's note: Use when, where, and how you may wish.

## HOW TO CHANGE WORDS BY ADDING ENDINGS

Look at the base word in the columns. See if you can fill the columns. Some words cannot be used in all columns. Some may have more than one.

| NOUN | VERB | ADJECTIVE | ADVERB | NOUN |
|---|---|---|---|---|
| life | live | lively<br>alive | lively<br>live | livelihood<br>liveliness |
| love | | | | |
| like | | | | |
| mother | | | | |
| age | | | | |
| marvel | | | | |
| help | | | | |
| man | | | | |
| hope | | | | |
| act | | | | |
| use | | | | |
| rag | | | | |
| | | safe | | |
| | | hot | | |
| | | true | | |
| | | ugly | | |
| | interest | | | |
| | hate | | | |
| | rage | | | |
| | allow | | | |
| human | | | | |
| society | | | | |
| | | strange | | |

## NOUN HEADWORDS

Underline the last word in each of the following groups. Notice that each word you underline is a noun. These words are called headwords because they can be used alone in the sentence although some of the meaning is lost. The headword tells you how the group of words is used in the sentence. Say the expressions aloud. What do you notice about stress?

the television

the television set

a new yellow car

those spoiled apples

my hat

your old book

his bakery and tamale business

her broad grin

its rather confused meaning

the old ragged sweater

these impossible exercises

ninety-nine bottles

one sick cat

a little old lady

a vicious and violent storm

quite a few students

not enough men

a tired boy

a real good buy

a real bargain

thirty-five dollars

ten little Indian chiefs

Teacher's notes:

## HOW THE NOUN-GROUP EXPANDS TO THE NOUN CLUSTER

The noun group includes the determiner and the noun plus any words which may come in between.

| N | = | NOUN GROUP |
|---|---|---|
| BOY | | the boy<br>the little boy<br>the little school boy<br>the little lame school boy |

There are other ways to limit the meaning of the noun. These usually involve word-groups which have their own markers and commonly follow the noun modified.

The little lame school boy

1. PREPOSITIONAL PHRASE ←A—P
   in our class
2. DEPENDENT CLAUSE ←A—C
   who(m) we knew very well
3. PARTICIPIAL PHRASE (V+ing, V+ed/en)
   working on his lessons
   frightened by the dog
   bitten by the dog
4. INFINITIVE PHRASE To+V
   to remember his lesson
   to be seen
5. APPOSITIION
   , a very good student

These devices may be used in varying combinations.

The little lame school boy, a very good student, to remember the lesson took careful notes.

The little lame school boy in our class who(m) we knew very well, was struck by a car.

The boy in our class, lamed by an accident, was bitten by the dog.

Lamed by an accident, the boy in our class whom we knew very well, wore crutches.

THE NOUN-CLUSTER INCLUDES THE NOUN=GROUP AND ALL MODIFIERS OF THE NOUN-HEADWORD.

Teacher's note:
You may wish to initiate the study of prepositions before introducing the adjective phrase. See the section on prepositions.* It is possible and probably more advisable at this time to study the basic prepositions. Distribute the lists of Most Common Prepositions and let the students continue on noun modification for the present.

## SAMPLE LESSONS ON THE ADJECTIVE PHRASE

You have studied the patterns D N, D A→N, D A→A→N. In these patterns the adjective always came before the noun. It was usually just one word. Groups of words may work just as the single adjective does. They come after the noun. These groups of words are signal ed by a preposition.

Using the prepositions bellw, fill in the patterns:

of
in
to
for
at
on
from
with
by

| D | N | PREPOSITION | D | N |
|---|---|---|---|---|
| the | boy | in | our | class |

Notice that we use the D N pattern after the preposition.
Now try these.

| D | A | N | PREPOSITION | D | A | N |
|---|---|---|---|---|---|---|
| the | old | man | in | the | blue | sweater |

| D | A | A | N | PREPOSITION | D | A | A | N |
|---|---|---|---|---|---|---|---|---|

What can you say about the words that follow the preposition?

---

* See pages 152-158

## THE ADJECTIVE PHRASE (cont)

We call word groups that further limit the meaning of the noun and come after the noun Adjective phrases. The adjective phrase is signal ed by a preposition andusually has its own noun headword. Any words between the preposition and the headword are part of the phrase. We mark this group of words ←AP with an arrow pointing to the noun that comes before it.

| | | ←AP | |
|---|---|---|---|
| D | N | PREPOSITION | NOUN |
| the | boy | from | Tucson |

| | | ←AP | | |
|---|---|---|---|---|
| D | N | PREPOSITION | D | N |
| the | boy | in | the | car |

| | | ←AP | | | |
|---|---|---|---|---|---|
| D | N | PREPOSITION | D | A | N |

Teacher's notes:

## ADJECTIVE CLAUSES

1. A group of words that is a grammatically complete element with a subject and predicate of its own may be used to modify a noun headword. (AC) It follows the noun modified.

2. This clause is usually marked by relative words.

   a. Relative words (pronouns)

| | +ever, | Preposition before |
|---|---|---|
| that | | |
| who | whoever | |
| whose | | in whose/ from whose / etc. |
| whom | whomever | of whom / from whom/ etc. |
| which | whichever | in which/ of which/ etc. |
| what | whatever | in whatever/ of whatever/ etc. |

   b. A few subordinating conjunctions or connectives:

   after
   before
   how
   however
   where
   wherever
   why

3. Clause markers may function as pronouns, nouns, adverbs, and adjectives within the clause.

4. The verb within the clause is usually selected by the noun headword being modified.

5. Clause markers do not commonly add inflectional endings, (who is an exception) but they may be combined into single words and express a different meaning.

6. Clause markers have no lexical meaning; they work as structure words and derive meaning from context.

7. Clauses may be objects of prepositions, but the entire element may modify the noun. After that the preposition may end the clause.

8. That, which,who are often omitted if the meaning is clear.

9. Clauses are either restrictive or non-restrictive depending upon intonation.

10. Since the clause includes the marker, it becomes a dependent structure. Stress and the marker help the student identify a dependent clause.

See page 159 for clause marker list.

Teacher's note: Sample lesson

## ADJECTIVE CLAUSES

There is another word-group that follows the noun. It begins with a clause marker. We call the clause marker and the words that follow it an adjective clause and mark it ←AC with an arrow pointing to the noun it modifies.

| | | ←AC | | | |
|---|---|---|---|---|---|
| D | N | MARKER | V | D | N |
| the | boy | who | sells | | newspapers |

| | | | | |
|---|---|---|---|---|
| | | MARKER | N | V |
| the | book | that | I | read |

# THE ADJECTIVE CLAUSE

The adjective phrase and the adjective clause are both groups of words that come after the noun. They do the same work as a single word adjective and they do the work of each other. How are they different?

Fill the patterns below and see if you can tell the difference.

| PREPOSITION | D | N | CLAUSE MARKER | V | D | N |
|---|---|---|---|---|---|---|

Study the following sentences: Can you discover how the clause differs from a sentence? Be sure you say the sentences aloud. This will help you.

1. The boy who is running towards us is my friend.
2. The little girl whose mother I know is very sick.
3. The book that I lost was turned in to the office.
4. I gave the paper to the man who was in the office.

Now say these expressions aloud.
The boy who is running toward us
The girl whose mother I know
The paper that I lost
The man who was in the office

WHAT DID YOU DISCOVER?

## ADJECTIVE PHRASES AND CLAUSES USED TOGETHER

The adjective phrase and the adjective clause may be used in the same sentence. The phrase comes before the clause. Fill in the following patterns.

|  |  |  | ←AP |  |  | ←AC |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| D | A | N | PREP | D | N | C.M. | V | D | N |
|  |  |  |  |  |  |  |  |  |  |

## SAMPLE WORKSHEETS - ADJECTIVE CLAUSES

A. Combine the following sentences using one of the following clause marker.

that

who

which

1. I saw the dog. The dog bit the boy. (I saw the dog which bit the boy.)
2. We watched the lady. The lady was angry.
3. I read the book. Maria liked it.

B. Using your list of clause markers, find one that will fit into the blank. In some cases more than one will fit.

1. I've never visited the place _________ I was born.
2. He didn't know the time __________ he wasn't hungry.
3. The man, _________.
4. The woman ___________ she is, is not my sister.
5. The boy __________ he is lying, did not steal the book.
6. I wanted to know the reason __________ he did it.
7. Maria, ___________.
8. The table ____________ he put the book is mine.
9. The boy ____________ paper you borrowed wants it back.
10. The accident __________ you saw, was a serious one.

Teacher's notes:

## DEPENDENT CLAUSES

1. A group of words that is a grammatically complete element with a subject and a predicate of its own may be included as an element within another clause. Because of stress and the marker it is not a complete element but becomes a dependent element which is called a dependent clause.

2. The clause may function in place of a single word noun, adverb, or adjective.

3. This element is introduced by a clause marker which may be a relative pronoun that, which, who. This may serve as a noun, pronoun, adjective, or adverb within the clause. ( +ever)

   or

4. This element may be introduced by a subordinating conjunction or connective whose only function is to join the two elements.

5. The clause marker may be omitted. It is understood.

Incorporating conjunctions (originally question words except that)

how it happened
where it happened
reason why I wanted to know
he told me who was there

The markers subordinating phrases which express qualification and incorporation are:

and     or     but

The verb in the clause usually is selected by the noun headword being modified.

Transitional adverbs show various relationships. They have no fixed word order. They are usually marked off by a pause.

| | |
|---|---|
| addition | also, furthermore, moreover |
| contrast | however, nevertheless |
| alternation | else, otherwise |
| consequence | thus, therefore, as a result |

## SAMPLE WORKSHEETS - THE ADJECTIVE CLAUSE

Underline the clause marker in the following sentences once. Underline the noun it modifies twice.

1. The morning after the news arrived passed slowly.
2. The nurse to whom he gave the flowers put them in a vase.
3. The man whether he knows it or not is seriously ill.
4. The man whom you met is my father.
5. We saw the man whose house burned last night.
6. I can't wait to meet my future husband, whoever he may be.
7. The student who tries will do well in school.
8. This is the familywith whom he lives.
9. They always elect students who are good at everything.
10. The mystery of how he got there is unsolved.

Re-write the following sentences using a clause instead of the second sentence.

1. I remember the day, It was the day I sent the letter.
2. He found the place. It was the place he lost his wallet.
3. He dialed the number. The operator gave him the number.
4. I know the reason. He did it for a reason.
5. He gave the man the money. It belonged to the man.
6. He saw the new plane. It was on the runway.
7. He liked the girl. He saw her only once.
8. The dog bit the child. The dog wasn't rabid.
9. I don't understand this problem. It's the one the teacher assigned.
10. I like that man. He always sells pencils on the corner.

# THE VERB

## 1. Simple verbs - V, V+s, and V+ed.

Teacher's notes:

When a particular form of the verb is referred to in this manual it will be identified by the following symbols:

| | | |
|---|---|---|
| V | simple form | walk, sing, drive |
| V+s | 3rd person singular | walks, sings, drives |
| V+ing | present participle | walking, singing, driving |
| V+ed | simple past | walked, sang, drove |
| V+ed/en | past participle | walked, sung, driven |
| To + V | infinitive | to walk, to sing, to drive |
| v | auxiliary | can, should, have be, etc. |

These symbols will be used for all verbs whether regular or irregular.

Teacher's notes: English is said to have only two true tenses: past and non-past. Within these two categories we define time , manner and mood in some detail. We have traditionally called these distinctions tenses.

## TENSES OF VERBS

Present -
V or V+s

Includes those verbs which correspond to sing, sings, play, and plays. The present tense does not always refer to the moment of speaking; it may refer to past, present or future.

"Yesterday this man comes up to me and says -----
Now he thinks I'm a liar.
Tomorrow he goes to play baseball at Pueblo.
A car runs on gasoline.

Past -
V+ed

Includes verbs which correspond to played, walked, even though the forms may be irregular. Generally refers to actions completed at the time of speaking.

Progressive -
V+ing

Verbal groups which contain an ing form headword preceded by a form of be. These groups generally refer to continuous action not clearly defined in time.

is talking
was talking
has been talking
had been talking
will have been talking
would have been talking

Perfect -
V+ed/en

Verb groups in which the headword ends in V+ed/en. Represents action which began in the past and continued up to the present. The present form of the marker is used.

has waited
is given
has been given

Past perfect -
V+ed/en

Also has ed/en headword. Describes actions which were completed at a point in past time. The past form of the marker is used.

had waited
had been waiting
had been named

Future -

Verb groups which are marked by the modals and express varying degrees of possibility, necessity, etc. The headword is the simple form of the verb (V).
Future is commonly expressed by am, is , and are going to +V

Future perfect -

Verb groups which are marked by a modal and include have + V+ing or V+ed/en. Usually refers to continuous action started at the present and continued into the future.

I shall have been repeating this for fifty years.

Infinitive -
To + V

The infintive is the name form of the verb and may omit to. It doesn't express any definite time

Students' list:

## PRONUNCIATION HELPS

Third person singular verbs - Final blends
(Final consonant clusters)

1. When the base form is spelled in a sibilant sound:
   the s form is spelled es and adds a syllable which sounds like is. /ɪz/

   Study the following examples:

| | | |
|---|---|---|
| reaches | teaches | leaches |
| misses | kisses | messes |
| watches | matches | botches |
| dresses | tosses | musses |
| wishes | meshes | washes |
| judges | budges | hedges |
| fizzes | whizzes | amazes |

In the space below, add some of your own:

2. When the simple form ends in a voiced sound which is not a sibilant, the final sound of the s form is voiced to z and does not add a syllable.

Study the examples below carefully.
These are all the possible final consonant clusters covered by this rule.

| | | |
|---|---|---|
| blabs | mobs | rubs |
| digs | chugs | bags |
| bawls | calls | falls |
| rooms | comes | combs |
| lives | leaves | shaves |
| rings | hangs | sings |
| breathes | bathes | writhes |
| folds | builds | holds |
| films | | |
| shelves | solves | delves |
| curbs | disturbs | |
| cards | words | boards |
| curls | whirls | furls |
| worms | harms | warms |
| turns | burns | warns |
| curves | serves | swerves |

3. When the simple form ends in a voiceless sound which is not a sibilant, the final sound of the s form soundslike s and does not add a syllable.

Study the following examples carefully:
These are all the possible consonant clusters covered by this rule.

| | | |
|---|---|---|
| coughs | laughs | muffs |
| rats | bets | boots |
| tufts | lifts | lofts |
| acts | reacts | intersects |
| gulfs | golfs | |
| helps | gulps | |
| belts | bolts | halts |
| sinks | ranks | bunks |
| interrupts | disrupts | erupts |
| lisps | clasps | crisps |
| fasts | rests | roasts |
| sulks | milks | balks |
| | | triumphs |
| | basks | asks |

Student's list:

## SPELLING OF S FORMS - VERBS

1. Most s forms are made by adding s to the simple or base form of the verb.

| | | | | | |
|---|---|---|---|---|---|
| get | gets | /s/ | talk | talks | /s/ |
| write | | /s/ | buy | | /z/ |
| live | | /z/ | chatter | | /z/ |
| fall | | /z/ | speak | | /s/ |
| occur | | /z/ | know | | /z/ |

2. When the base form of the verb ends in a letter or more than one letter which represents a hissing sound, es is added to the base form. The es is pronounced as /ɪz/

s/s/ se/s/ ce/s/ z/z/ sh/ʃ/ge/dʒ/ dge/dʒ/ ch/tʃ/ tch/tʃ/ x/ks/

| | | | |
|---|---|---|---|
| miss | misses | watch | watches |
| buzz | | hatch | |
| judge | | perch | |
| massage | | fish | |
| tax | | jinx | |
| race | | engage | |
| hiss | | wish | |

3. When the simple form ends in y preceded by a consonant, the y is changed to i and es is added. This ending is pronounced as /iyz/ in a two or more syllable word and as aɪz/ in a one syllable word.

| | | | |
|---|---|---|---|
| fry | fries | cry | |
| study | studies | hurry | hurries |
| bury | | worry | |
| marry | | party | |

4. Be and have are irregular.

| | |
|---|---|
| be | is |
| have | has |

## SAMPLE WORKSHEET - THE NOUN AND THE VERB IT SELECTS

Certain verb forms are used with singular or plural nouns. Study these examples below:

| N | V |
|---|---|
| N+s: I, you, we, they | select V |
| N: he, she, it | select V+s |

| N | V |
|---|---|
| the boys | talk |
| the boys | cook |
| the boy | talks |

Make a list of your own :

| N | V+s |
|---|---|

| N+s | V |
|---|---|

## DIAGNOSTIC VERB INVENTORY

Say the sentences below using the correct form of the verb. Then write the correct form in the blanks at the right.

1. He (come) to school that way every day. __comes__

   a. He __________ to school that way yesterday. __came__

   b. He __________ to school that way tomorrow. __will come__

2. They (eat) in the cafeteria every day. __________

   a. They __________ in the cafeteria yesterday. __________

   b. They __________ in the cafeteria tomorrow. __________

3. I (have) lunch with him every day. __________

   a. I __________ lunch with him yesterday. __________

   b. I __________ lunch with him tomorrow. __________

4. We (arrive) on time for class every day. __________

   a. We __________ on time for class yesterday. __________

   b. We __________ on time for class next period. __________

5. Jesus (watches) television every night. __________

   a. Jesus __________ television last night. __________

   b. Jesus __________ television tonight. __________

6. Matilda and Bettina (get) up early every morning. __________

   a. They __________ up early last year, too. __________

   b. They __________ up early next year, too. __________

7. Ramon (go) to the games all the time. __________

   a. He __________ to the game last week. __________

   b. He __________ to the game next week. __________

Sample worksheet:

## PRESENT TENSE VERB FORMS

RULE: The present verb form used with the third person singular adds s.

The third person singular subjects are: N (one), he, she, it.

Memorize these subjects.

Mark the stress pattern.

Study the following phrases. Say them aloud.

| PHRASE | WRITE SUBJECT HERE | WRITE VERBS THAT ADD"S"HERE |
|---|---|---|
| When they go | | |
| you see it | | |
| it does matter | | |
| Cantinflas is | | |
| children laugh | | |
| he dances | | |
| you can | | |
| boys push | | |
| boy shoves | | |
| men sing | | |
| man shouts | | |
| babies cry | | |
| I care for | | |
| he learns | | |
| they like | | |
| she likes | | |
| child cries | | |
| he reads | | |
| they write | | |
| bees sting | | |
| some snakes rattle | | |
| the papers are | | |
| some paper is | | |

## SAMPLE WORKSHEET - PRESENT TENSE VERBS

RULE: N, HE, SHE, IT add s to the present tense verb form.

N+s, they, we, and you, and I do not add s.

Fill in the patterns below with verbs that fit.

when they __________

you _________ it

it _________ a dog

children ______________

he ___________ well

you ___________ it

boys ___________

the girl __________ too.

men _____________

women ____________ at home

babies __________ loudly

they ____________ at home

she __________ dinner

the ___________ are here

some ___________ is here

bees ___________

the snake ___________

they _______________

you ___________ so

we _____________ you

he ____________ you

we _____________ at him

## SAMPLE WORKSHEET - PRESENT TENSE VERBS

Remember the rule: :The verb used with the third person singular adds s in
the present tense. N, HE, SHE, IT.
(Other subject forms are N+s, YOU, I, WE, THEY)

Fill in the blanks with subjects that fit.

when __________ go

__________ see it

__________ does matter

__________ is mine

__________ laugh

__________ dances

__________ can

__________ push

__________ shoves

__________ sing

__________ shouts

__________ cry

__________ care for

__________ learns

__________ like

__________ likes

__________ sting

some __________ swim

## SAMPLE WORKSHEET - PRESENT TENSE VERBS

Read the sentences below. Can you think of any situation in which you would use sentences like these? We do not use the present tense to express something that is happening right now. We use it to express an action that takes place over a period of time. We call this habitual action. We use other words to help us make this meaning clear.

Notice:
The boy bites his fingernails.
That boy often bites his fingernails when he is nervous.

He winds his watch.
He winds his watch at the same time every day.

Re-write the sentences below using other words to make the sentences more meaningful.

1. They fight. ______________________________

______________________________

2. The man swims. ______________________________

______________________________

3. The woman wrings the wash by hand. ______________________________

______________________________

4. She writes a letter. ______________________________

______________________________

5. The wool dress shrinks. ______________________________

______________________________

6. Birds fly south. ______________________________

______________________________

7. Those women talk. ______________________________

______________________________

8. He eats soup. ______________________________

______________________________

## SAMPLE WORKSHEET - THE THIRD PERSON SINGULAR (PRESENT TENSE)

Write the correct form of the verb in parentheses in the blanks at the right.

1. John (speak) English very well. ____________

2. We (write) many letters every day. ____________

3. I (walk) to school every day. ____________

4. Jorge (walk) to school with Maria. ____________

5. I always (sit) in this seat. ____________

6. Ramon always (sit) in that seat. ____________

7. The students (write) exercises every day. ____________

8. Ignacio (run) the projector for the teacher. ____________

9. Jessie (work) in this room. ____________

10. He (play) basketball very well. ____________

11. He(read) the newspaper once in a while. ____________

12. Rita (eat ) in the cafeteria. ____________

13. Bettina (work) very hard. ____________

14. He (work) just as hard as she (do). ____________ ____________

15. They (want) to learn English. ____________

16. I (study) my lessons most of the time. ____________

17. Mrs. Streiff (teach) English. ____________

18. Connie (speak) very fast. ____________

19. She always (try) to do her best. ____________

20. I seldom (go) to the movies. ____________

## SAMPLE WORKSHEET - "KNOW" AND "NO"

If you use know in place of no, your sentence may have no meaning.

Know in Spanish is saber or conocer

Yo lo sé.
El sabe la lección.
El conoce a su vecino bien.

No in Spanish is no.

Yo no sé.
No tiene un lápiz.
El no conoce a vecino.

Would you say in Spanish:

| | | |
|---|---|---|
| Yo no no. | instead of | Yo no sé. |
| El no la lección. | instead of | El sabe la lección. |

Would you say in English:

| | | |
|---|---|---|
| I don't no. | instead of | I don't know. |
| He no the lesson. | instead of | He knows the lesson. |

Write know and no in the following sentences.

1. I don't ____________ him.

2. You have __________ more mind than a blade of grass.

3. I didn't say "______________" when he asked if he could go.

4. That girl had ________ desire to play volley ball.

5. ____________ matter what he said, I still like him.

6. I don't _________ what he said.

7. _________ one, knows them all.

8. There is __________ more candy left in the box.

9. He didn't ____________ his neighbor very well.

10. I don't _____________ anything about that.

Student's list:

## PRONUNCIATION HELPS - (V+ED)

Regular past forms of verbs

1. When the simple or base form of the verb ends in a d or t sound, the ed ending adds a separate syllable./əd/

| | | | |
|---|---|---|---|
| Examples: | interrupted | tasted | roasted |
| | interrupt | taste | roast |

want ______________ end ______________

wade ______________ rent ______________

omit ______________ knit ______________

benefit ______________ knot ______________

report ______________ nod ______________

detest ______________ rest ______________

2. When the simple form ends in a voiceless sound other than t, the past form is pronounced with a final t sound and the number of syllables in the past form is the same as simple form.

Study the following examples carefully: (They are all the possible final consonant blends covered by this rule.)

| | | |
|---|---|---|
| pushed | rushed | wished |
| touched | matched | patched |
| engulfed | wolfed | golfed |
| belched | filched | mulched |
| milked | bilked | stalked |
| helped | gulped | |
| waltzed | pulsed | |
| triumphed | | |
| asked | risked | masked |
| lisped | rasped | |
| perched | parched | starched |
| worked | corked | forked |
| warped | chirped | burped |

3. When the simple form ends in a voiced sound other than d, the past form is pronounced with a final d sound and the number of syllables is the same as the base or simple form.

Study the following examples carefully: (These are all the possible consonant blends (final) covered by this rule.)

| | | |
|---|---|---|
| rubbed | sobbed | mobbed |
| hugged | tagged | begged |
| raged | waged | wedged |
| roamed | combed | climbed |
| wronged | thronged | belonged |
| breathed | seethed | wreathed |
| rouged | | |
| lived | moved | saved |
| raised | praised | grazed |
| bulged | | |
| filmed | overwhelmed | calmed |
| solved | shelved | |
| changed | ranged | hinged |
| barbed | curbed | disturbed |
| surged | barged | merged |
| curled | hurled | furled |
| warmed | tamed | stormed |
| warned | turned | burned |
| curved | nerved | swerved |

Student's list:

## REGULAR PAST VERB FORMS

### I. Spelling rules

1. When the simple form of the verb ends in e add d only:

| | |
|---|---|
| change | changed |
| dance | danced |

a. Write the past tenses of the following verbs.

| | | | |
|---|---|---|---|
| voice | | derive | |
| approve | | close | |
| arrange | | breathe | |
| hope | | live | |
| excite | | use | |

2. When a one syllable verb ends in a single consonant (except c, h, w, x, or y) with a single vowel before it, the final consonant is doubled and ed is added.

a. Write the past tense of the following:

| | | | |
|---|---|---|---|
| plan | planned | drag | dragged |
| drag | | stop | |
| stun | | span | |
| spar | | stir | |
| chap | | sup | |

3. When a verb of more than one syllable ends in a single consonant with a single vowel before it, the final consonant is doubled when the final syllable is stressed. (Said louder)

a. Write the past tense of the following:

| | | | |
|---|---|---|---|
| omit | omitted | occur | occurred |
| remit | | prefer | |
| refer | | submit | |
| repel | | rebel | |
| befit | | | |

4. When a verb of more than one syllable ends in a single consonant with a single vowel before it, the final consonant is not doubled when the final syllable is not stressed.

| | | | |
|---|---|---|---|
| vísit | visited | lísten | listened |
| glisten | | reason | |
| better | | butter | |
| spatter | | color | |
| doctor | | augur | |

5. When the base form of the verb ends in y with a consonant before it, the y is changed to i and ed is added.

| | | | |
|---|---|---|---|
| carry | Carried | hurry | hurried |
| study | | steady | |
| ready | | marry | |
| bury | | ply | |
| try | | fry | |
| worry | | ferry | |

6. The past forms of all other regular verbs are formed by adding ed to the base form.

| | | | |
|---|---|---|---|
| work | worked | talk | talked |
| play | | hang | |
| call | | register | |
| help | | correct | |
| select | | pick | |

# TEST - SPELLING AND PRONUNCIATION

1. Write the subject words below that require the use of the third person singular form of the verb:

____________ ____________ ____________ ____________ ____________

2. Write the symbols /s/, /z/, /iyz/, /əz/, after the words below to show how the s form is sounded.

| | | | |
|---|---|---|---|
| breaths | ____________ | fists | ____________ |
| valleys | ____________ | nerves | ____________ |
| desks | ____________ | writhes | ____________ |
| goes | ____________ | chatters | ____________ |
| boxes | ____________ | oranges | ____________ |
| picnics | ____________ | watches | ____________ |
| marries | ____________ | breathes | ____________ |

3. Write the symbols /t/, /d/, or /əd/ after the following words to show how the ed ending is sounded.

| | | | |
|---|---|---|---|
| benefited | ____________ | gulped | ____________ |
| nerved | ____________ | filmed | ____________ |
| stormed | ____________ | occurred | ____________ |
| bulged | ____________ | raged | ____________ |
| waltzed | ____________ | lisped | ____________ |
| patched | ____________ | starched | ____________ |
| pushed | ____________ | walked | ____________ |

4. Write the symbols for the hissing sounds below. (Use your charts)

ce, se, s } ____________ ch, tch } ____________ ge } ____________ dge ____________ sh ____________ z ____________

5. Write the past tense of the following verbs:

pick ______________
voice ______________
change ______________
hurry ______________
occur ______________
drag ______________
live ______________
better ______________

study ______________
excite ______________
span ______________
visit ______________
select ______________
call ______________
repel ______________
study ______________

6. Write the third person singular form of the following verbs:

judge ______________
amaze ______________
do ______________
watch ______________
speak ______________
go ______________
race ______________
hurry ______________

reach ______________
ask ______________
party ______________
occur ______________
know ______________
miss ______________
buzz ______________
buy ______________

7. Write the following words: (Use your charts)

æsks ______________
fɪfθs ______________
bædʒəz ______________
wɪʃəz ______________
kʌbz ______________
bʌgz ______________
hɛlpt ______________
sɜvd ______________
bamd ______________

rɪŋz ______________
briðz ______________
ʃɛlvz ______________
lɪvz ______________
dɛθs ______________
startʃt ______________
pæst ______________
redʒd ______________
traɪəmfs ______________

## SAMPLE WORKSHEET - THE PAST TENSE OF VERBS
(simple past)

All nouns and all personal pronouns select the form of the verb with the ed ending or of a form equivalent to it. There is no other form for the simple past tense of regular verbs.

Examples: I made, you made, he made, the boy made, the boys made, the women made, they made.
I cooked, you cooked, they cooked, the women cooked, etc.

Study the first example and complete the patterns below.

| BASE | NOUN | V+ed | NOUN |
|---|---|---|---|
| make | The girl | made | a cake. |
| does | The man | | |
| cook | The women | | |
| race | The boys | | |
| follow | The child | | |
| talk | The members | | |
| give | The teacher | | |
| say | The principal | | |
| hurt | The injury | | |
| lose | The team | | |
| go | The class | | |
| send | The president | | |
| enjoy | The audience | | |
| chime | The bells | | |
| sew | The mother | | |
| chop | The father | | |
| saw | The carpenter | | |
| camplain | The owner | | |
| hear | The student | | |
| act | The star | | |
| seem | This lesson | | |

## SAMPLE WORKSHEET - THE PAST TENSE OF REGULAR VERBS

Change the following questions to statements. Study the first two examples carefully.

Q: Did they finish their homework?
A: Yes, they finished their homework.

Q: Did they study very hard?
A: Yes, they studied very hard.

1. Did you watch television last night?

A: Yes, ______________________________

2. Did he rake the leaves into a pile?

A: Yes, ______________________________

3. Did the dog follow the boy home?

A: Yes, ______________________________

4. Did you count the number of students at the social?

A: Yes, ______________________________

5. Did she stuff herself full of candy at the party?

A: Yes, ______________________________

6. Did the material fade in the wash?

A: Yes, ______________________________

7. Did the boys rough it on their camping trip?

A: Yes, ______________________________

8. Did he pretend that he wasn't chewing gum in class?

A: Yes, ______________________________

9. Did the teacher rave and bellow at him for doing that?

A: Yes, ______________________________

10. Did he pride himself on making honor roll?

A: Yes, ______________________________

11. Did the lady cash her check at the store?

A: Yes, ______________________________

12. Did his friend wait a long time for him?

A: Yes, ______________________________

Teacher's list or Student's list:

## VERB FORMS

English verbs may have from one to eight forms by which time is expressed. These forms are combined with auxiliaries into various verb-group constructions. The largest number of verbs have four forms or parts and as new verbs come into the language, the tendency is to assign four parts to them.

The men DDT the house once a month.
She DDT's the kitchen often.
She DDTed the kitchen last week.
She is DDTing the kitchen now.
She has never DDTed the closet.

### ONE AND TWO-PART VERBS (The modal auxiliaries)

| V | V+S | V+ED | V+ING | V+ED/EN |
|---|---|---|---|---|
| must | | | | |
| could | | | | |
| might | | | | |
| ought (to) | | | | |
| should | | | | |
| would | | | | |
| can | | could | | |
| may | | might | | |
| shall | | should | | |
| will | | would | | |

### THREE PART VERBS

| | | | | |
|---|---|---|---|---|
| bet | bets | bet | betting | bet |
| bid | bids | bid | bidding | bid |
| burst | bursts | burst | bursting | burst |
| cast | casts | cast | casting | cast |
| cost | costs | cost | costing | cost |
| cut | cuts | cut | cutting | cut |
| hit | hits | hit | hitting | hit |
| hurt | hurts | hurt | hurting | hurt |
| let | lets | let | letting | let |
| put | puts | put | putting | put |
| quit | quits | quit | quitting | quit |
| rid | rids | rid | ridding | rid |
| set | sets | set | setting | set |
| shed | sheds | shed | shedding | shed |
| shut | shuts | shut | shutting | shut |
| slit | slits | slit | slitting | slit |
| split | splits | split | splitting | split |
| spread | spreads | spread | sreading | spread |
| thrust | thrusts | thrust | thrusting | thrust |
| upset | upsets | upset | upsetting | upset |
| wed | weds | wed | wedding | wed |
| wet | wets | wet | wetting | wet |
| lay | lays | laid | laying | laid |
| pay | pays | paid | paying | paid |
| try | tries | tried | trying | tried |

## FOUR PART VERBS (irregular)

| V | V+s | V+ed | V+ing | V+ed/en |
|---|---|---|---|---|
| annoys | annoys | annoyed | annoying | annoyed |
| bake | bakes | baked | baking | baked |
| cause | causes | caused | causing | caused |
| effect | effects | effected | effecting | effected |
| fade | fades | faded | fading | faded |
| groan | groans | groaned | groaning | groaned |
| hire | hires | hired | hiring | hired |
| irritate | irriteates | irritated | irritating | irritated |
| jump | jumps | jumped | jumping | jumped |
| kill | kills | killed | killing | killed |
| love | loves | loved | loving | loved |
| move | move | moved | moving | moved |
| nail | nails | nailed | nailing | nailed |
| open | opens | opened | opening | opened |
| pray | prays | prayed | praying | prayed |
| quote | quotes | quoted | quoting | quoted |
| rage | rages | raged | raging | raged |
| trap | traps | trapped | trapping | trapped |
| umpire | umpires | umpired | umpiring | umpired |
| vanish | vanishes | vanished | vanishing | vanished |
| wax | waxes | waxed | waxing | waxed |

## FOUR PART VERBS (irregular)
### Verbs with a vowel change:

| | | | | |
|---|---|---|---|---|
| become | becomes | became | becoming | become |
| bind | binds | band | binding | band |
| bleed | bleeds | bled | bleeding | bled |
| cling | clings | clung | clinging | clung |
| come | comes | came | coming | come |
| dig | digs | dug | digging | dug |
| fight | fights | fought | fighting | fought |
| find | finds | found | finding | found |
| fling | flings | flung | flinging | flung |
| forget | forgets | forgot | forgetting | forgot |
| hang(suspend) | hangs | hung | hanging | hung |
| hold | holds | held | holding | held |
| lead | leads | lead | leading | lead |
| meet | meets | met | meeting | met |
| read | reads | read | reading | read |
| run | runs | ran | running | run |
| shine | shines | shone | shining | shone |
| shoot | shoots | shot | shooting | shot |
| sit | sits | sat | sitting | sat |
| slide | slides | slid | sliding | slid |
| slink | slinks | slunk | slinking | slunk |
| spin | spins | spun | spinning | spun |
| stick | sticks | stuck | sticking | stuck |
| sting | stings | stung | stinging | stung |
| string | strings | strung | stringing | strung |
| swing | swings | swung | swinging | swung |
| win | wins | won | winning | won |
| wind | winds | wound | winding | wound |
| wring | wrings | wrung | wringing | wrung |

## FOUR PART VERBS (cont)

### Verbs with a vowel and a consonant change:

| V | V+s | V+ed | V+ing | V+ed/en |
|---|---|---|---|---|
| bring | brings | brought | bringing | brought |
| buy | buys | bought | buying | bought |
| catch | catches | caught | catching | caught |
| creep | creeps | crept | creeping | crept |
| deal | deals | dealt | dealing | dealt |
| feel | feels | felt | feeling | felt |
| hear | hears | heard | hearing | heard |
| keep | keeps | kept | keeping | kept |
| leave | leaves | left | leaving | left |
| light | lights | lit | lighting | lit |
| lose | loses | lost | losing | lost |
| mean | means | meant | meaning | meant |
| say | says | said | saying | said |
| seek | seeks | sought | seeking | sought |
| sell | sells | sold | selling | sold |
| sleep | sleeps | slept | sleeping | slept |
| stand | stands | stood | standing | stood |
| strike | strikes | struck | striking | struck |
| sweep | sweeps | swept | sweeping | swept |
| teach | teaches | taught | teaching | taught |
| tell | tells | told | telling | told |
| think | thinks | thought | thinking | thought |
| understand | understands | understood | understanding | understood |
| weep | weeps | wept | weeping | wept |
| | | | | |
| beat | beats | beat | beating | beaten |

### Verbs with a consonant change: +ed becomes t

| | | | | |
|---|---|---|---|---|
| bend | bends | bent | bending | bent |
| build | builds | built | building | built |
| lend | lends | lent | lending | lent |
| rend | rends | rent | rending | rent |
| send | sends | sent | sending | sent |
| spend | spends | spent | spending | spent |

### Other

| | | | | |
|---|---|---|---|---|
| have | has | had | having | had |
| make | makes | made | making | made |

## FIVE PART VERBS

| V | V+s | V+ed | V+ing | V+ed/en |
|---|---|---|---|---|
| arise | arises | arose | arising | arisen |
| awake | awakes | awoke | awaking | awoken |
| bear | bears | bore | bearing | born(e) |
| begin | begins | began | beginning | begun |
| bid(command) | bids | bade | bidding | bidden |
| bite | bites | bit | biting | bitten |
| break | breaks | broke | breaking | broken |
| blow | blows | blew | blowing | blown |
| choose | chooses | chose | choosing | chosen |
| dive | dives | dove(dived) | diving | dived |
| do | does | did | doing | done |
| draw | draws | drew | drawing | drawn |
| drink | drinks | drank | drinking | drunk |
| eat | eats | ate | eating | eaten |
| drive | drives | drove | driving | driven |
| fall | falls | fell | falling | fallen |
| fly | flies | flew | flying | flown |
| forget | forgets | forgot | forgetting | forgotten |
| freeze | freezes | froze | freezing | frozen |
| get | gets | got | getting | gotten(got) |
| give | gives | gave | giving | given |
| go | goes | went | going | gone |
| grow | grows | grew | growing | grown |
| hide | hides | hid | hiding | hidden |
| know | knows | knew | knowing | known |
| ride | rides | rode | riding | ridden |
| ring | rings | rang | ringing | rung |
| see | sees | saw | seeing | seen |
| shake | shakes | shook | shaking | shaken |
| shrink | shrinks | shrank | shrinking | shrunk |
| sing | sings | sang | singing | sung |
| sink | sinks | sank | sinking | sunk |
| speak | speaks | spoke | speaking | spoken |
| spring | springs | sprang | springing | sprung |
| steal | steals | stole | stealing | stolen |
| swear | swears | swore | swearing | sworn |
| swim | swims | swam | swimming | swum |
| take | takes | took | taking | taken |
| tear | tears | tore | tearing | torn |
| throw | throws | threw | throwing | thrown |
| wake | wakes | woke | waking | wakened |
| wear | wears | wore | wearing | worn |
| weave | weaves | wove | weaving | woven |
| write | writes | wrote | writing | written |

**Student 's list:**

## VERB FORMS

Give the forms of the verbs listed.

| V | V+s | V+ing | V+ed | V+ed/en |
|---|---|---|---|---|
| drive | drives | driving | drove | driven |
| walk | walks | walking | walked | walked |
| sing | | | | |
| come | | | | |
| think | | | | |
| do | | | | |
| fail | | | | |
| bend | | | | |
| hope | | | | |
| ride | | | | |
| blow | | | | |
| throw | | | | |
| try | | | | |
| become | | | | |
| drop | | | | |
| forget | | | | |
| stand | | | | |
| sleep | | | | |
| choose | | | | |
| strike | | | | |
| bring | | | | |
| repeat | | | | |
| drink | | | | |
| look | | | | |
| goes | | | | |
| seem | | | | |

**Student's list:**

### MY OWN VERB PROBLEM LIST

| V | V+s | V+ing | V+ed | V+ed/en |
|---|---|---|---|---|
| drive | drives | driving | drove | driven |
| walk | walks | walking | walked | walked |

**Student's lists:**

## VERB FORMS

Give the forms of the verbs listed.

| V | V+s | V+ing | V+ed | V+ed/en |
|---|---|---|---|---|
| bite | | | | |
| rise | | | | |
| shine | | | | |
| slide | | | | |
| stride | | | | |
| write | | | | |
| fly | | | | |
| freeze | | | | |
| begin | | | | |
| fight | | | | |
| ring | | | | |
| shrink | | | | |
| sink | | | | |
| spin | | | | |
| spring | | | | |
| sting | | | | |
| stink | | | | |
| string | | | | |
| swim | | | | |
| swing | | | | |
| win | | | | |
| wind | | | | |
| wring | | | | |
| break | | | | |
| steal | | | | |
| tear | | | | |

**Student's list:**

## VERB FORMS

| V | V+s | V+ing | V+ed | V+en |
|---|---|---|---|---|
| wear | | | | |
| dig | | | | |
| eat | | | | |
| get | | | | |
| give | | | | |
| hide | | | | |
| lie | | | | |
| see | | | | |
| sit | | | | |
| speak | | | | |
| weave | | | | |
| draw | | | | |
| shake | | | | |
| swe ar | | | | |
| take | | | | |
| wake | | | | |
| beat | | | | |
| fall | | | | |
| grow | | | | |
| hang | | | | |
| hold | | | | |
| know | | | | |
| cost | | | | |
| hit | | | | |
| hurt | | | | |
| let | | | | |

## SAMPLE WORKSHEET - VERB FORMS

Write the proper form of the verb in the blank space.

1. He (go) ____________ to see his sister yesterday.
2. She (ride ) ______________ her horse in the rodeo parade.
3. She (fail) ________________ the test although she studied hard.
4. The wind (blow) ________________ the tree down on the roof.
5. As she grew older, she (become) ___________ harder to please.
6. The strong man in the circus (bend) ___________ the pipe easily.
7. He (throw) ____________ the ball right over the plate.
8. She (forget) ______________ to mail the letter.
9. He (sleep) ______________ so late, he missed the bus.
10. She (try) _____________ to make a pie crust but it was a failure.
11. He (come) ________________ before anyone was expecting him.
12. He (stand) ________________ waiting for the bus until he was chilled
13. The girl was scolded because she (drop) _____________ the plate.
14. They (choose) ______________ the best man for the job.
15. He (walk) _______________ for miles before he was found.
16. He (become) ______________ a doctor after years of study.
17. He (do) ______________ the best he could.
18. She (think) ________________ the teacher was unfair.
19. They (look) _____________ everywhere but couldn't find it.
20. Lightning (strike) ________________ that house last night.
21. He (drive) ____________ too fast before the accident.
22. The horse (drink) _______________ out of the bucket.
23. The birds (sing) ______________ every morning and woke him up.
24. He (hope) _________________ that she would forget it.
25. They (bring) __________________ the package early this morning.

# SAMPLE WORKSHEET - VERB FORMS

Fill in the blank spaces with the proper form of the verb.

1. The sun (rise) ____________ early this morning.
2. The boys (slide) ____________ down the sand pile until their pants wore out.
3. The girl (break) ______________ her ankle last week.
4. The leaf (spin )______________ around in the water and then disappeared.
5. They (spring) ___________ to attention when the colonel came in.
6. He ( swim) ____________ across the lake in an hour.
7. The fighter ( swing) _______________ hard but missed his oppponent.
8. The bees (sting) ______________ that girl and made her very sick.
9. It (begin) ______________ to rain before we got home.
10. The ice (freeze) _____________ quickly because it was so cold.
11. The wool dress (shrink) ____________ when she washed it in the machine.
12. The telephone (ring) _____________ many times but no one answered.
13. The man (bite) ______________ into the apple and discovered a worm.
14. The dog (stink) ______________ after his bout with the skunk.
15. They (write) ______________ the letters and forgot to mail them.
16. The car (slide) ____________ on the slippery pavement.
17. The Thunderbirds (fly) ______________ over the city for an hour or more.
18. The boat (sink) _____________ before anyone could reach it.
19. They (win) ______________ the game but it wasn't easy.
20. She washed the sweater and (wring) ________________ it out by hand.
21. He (tear) ____________ his sweater but it was an accident.
22. They were caught soon after they (steal) ___________ the car.
23. She (wind) ______________ the clock but it didn't ring on time.
24. They (string) _____________ the beads so poorly that they broke right away.
25. He ( swing) _______________ around and started to chase the speeding car.
26. He (steal) ______________ home when the catcher dropped the ball.

## SAMPLE WORKSHEET - NEGATIVE WORDS

Oral practice -- do not write on this paper.

Never use two words of the not family for the same idea. The following words mean no or not:

no, not, none, nothing, nowhere, nobody, never

Can't, isn't, doesn't, hasn't, won't, and didn't also mean not. They are contractions of verbs plus the word not.

Do not use hardly or scarcely with a word that means not.

### Pattern Chart

I didn't lose anything.
She can do nothing about it.
He isn't anyone's partner.
I saw nothing to be afraid of.

1. I couldn't understand ____________ (none, any) of the problems.

2. The old lady didn't have __________ (any, no) friends.

3. She couldn't go ____________ (anywhere, nowhere) else.

4. There weren't ____________ (no, any) interesting books to read.

5. That man doesn't know ____________ (no one, anyone) in this room.

6. Mr. Brown ____________ (has, hasn't) no automobile.

7. That tall girl __________(knew, didn't know) nothing about her history lesso

8. No one _________ (isn't, is) in the room.

9. My sister ___________ (speaks, can't speak) no French.

10. He ___________ (saw, didn't see) no one in the room.

## SAMPLE WORKSHEET - USE OF "NO" WORDS - NEGATIVES

**RULE:** Use a word that means no only once in a sentence.

Draw a line through the word or words that don't belong.

1. He didn't say nothing anything.
2. I can't do anything nothing right.
3. She can't see nothing anything something without her glasses.
4. There was wasn't something, nothing anything in the drawer.
5. Not no one anyone was there.
6. He never says nothing anything in class.
7. There wasn't something nothing anything we could do about it.
8. It was wasn't something nothing anything to worry about.
9. They could couldn't discuss nothing anything something.
10. He said something nothing to nobody.
11. The boy felt nobody liked didn't like him.
12. The class did didn't make any no laws about that.
13. You just sit there and do don't do nothing anything.
14. Is Isn't nobody anybody going to do something nothing?
15. Doesn't nobody anybody have an idea?
16. I won't do no any good.
17. Why don't you never say something anything nothing?
18. Nobody can't can do this work.
19. I don't see nothing something anything.
20. We're not getting somewhere nowhere anywhere.
21. Nobody never ever says anything.
22. Nobody never ever stays on the subject.
23. We don't need any no help to work this out.
24. No one can can't tell me what to do.
25. I never was no good at this.

Teacher's notes:

## IDIOMATIC TWO - WORD VERBS

There are a great many idiomatic expressions in English. Some of the common are the expressions like: GET UP, PUT OFF, TAKE OFF, etc. We generally form these expressions by adding prepositions (*) to the common verbs GO, GET, COME, TAKE, DO, MAKE, etc. Such are extremely important in English. We use them constantly in our everyday speech. For example, instead of saying, "They are constructing a new building across the street," we generally say, "They are putting up a new building across the street." Instead of saying, "It took me two weeks to recover from my cold," it is more natural to say, "It took me two weeks to get over my cold."

Every language uses it common, basic verbs in a similar way to form idiomatic expressions. This tendency, however, is very strong in English, partly because of the Anglo-Saxon origin of English. Anglo-Saxon was a primitive language with very limited vocabulary. A few basic words had to serve to express many different ideas. Thus, it seems, there developed expressions like PUT UP, PUT ON, PUT OVER, PUT OFF, PUT AWAY, and many others all with the basic word PUT. With TAKE, we have TAKE OFF, TAKE UP, TAKE DOWN, TAKE APART, etc. There are similar expressions with all the common verbs, DO, MAKE, GET, COME, BRING, TAKE, etc. All of these are of Anglo-Saxon origin.

In speaking, we more often use the Anglo-Saxon forms which are shorter and simpler. In many ways they are also more expressive. In writing, however, we tend to use Latin words and forms. These are more elaborate and appear more literary. In every language, there is a written form and a spoken form, but the difference is greater in English because of the Anglo-Saxon and Latin origins of the language.

There are hundreds of these expressions and in order to speak English well, the student must learn to recognize them and to use them. (Dixon, R.J., DIRECT ENGLISH CONVERSATION FOR FOREIGN STUDENTS. Book II, pp. 16-22.)
(*) These words are prepositions when they pattern with an object. In this position they are usually called adverbs. However, they do not qualify as either according to the linguistic structure. Therefore, most linguists refer to the combination as TWO-WORD VERBS, because the combination has an entirely different meaning than either word used separately.

Here are a few to start with. You and the students will be able to think of a lot more.

construct -- put up
tolerate --put up with
discuss -- talk over
finish -- get through
be careful -- watch out or look out
discover -- find out
examine -- look over
arouse -- wake up
enter -- come in
leave -- go out
imagine -- make up

For some very good exercises on this special problem see: Taylor, Grant; MASTERING AMERICAN ENGLISH; exercises 278, 279, 280.

It will also help to show the students that as the language has progressed, we have taken some of the two-word verbs, hyphenated them, and used them for nouns.

> The KICK-OFF is at two o'clock. The TAKE-OFF was very smooth. They posted a LOOK-OUT on the hill. The COUNT-DOWN began at once. Riches to rags is quite a COME-DOWN. Her MAKE-UP was too heavy.

Have your students be on the "look-out" for these in their reading and conversation. You might have them "set up" a special page in their notebooks to write them down as they hear them or think of them and record their meanings.

Teacher's notes:

# THE VERB GROUP (VG)

## Word order

1. The verb-group, like the noun-group, consists of two or more words signalled by a marker and ending in a characteristic headword which receives the stress.

2. Verb-groups occupy certain regular positions usually after the noun and before the complement.

3. The verb-group may be expanded into a verb cluster with prepositional phrases and clauses, etc, following it in regular word order. This may vary according to desired emphasis.

4. A verbal helper such as about may be inserted between verb helpers.

5. The negative form not follows the marker in the verb-group. Some adverbs such as usually and always regularly follow it.

## Inflections:

6. Verbs regularly have four inflections: V+s, V+ed, V+ing, and V+ed/en. The function words in the verb-group are selected by the preceding noun. The headwords in the group are inflected according to the helping verb.

7. Am, is, are, was, and were are irregularly inflected verb forms.

8. Do, does, and did may substitute for a pronoun in the question pattern.

## Function words:

9. The function words of the verb-group are commonly inflected forms of be, have, and do.

10. The helping verbs have little lexical meaning in themselves.

11. Modals or words which express the mood or attitude of the speaker also serve as function words.
    Modals express:

| | | | |
|---|---|---|---|
| possibility | may/might | intention | will/would |
| necessity | must | condition | shall/should |
| obligation | ought to | capability | can/could |

## Function of the verb-group:

12. The verb-group makes it possible to express rather explicitly the time and manner in which something happens. The simple verb form expresses just time. The verbgroup also makes it possible for the speaker to express his attitude about what happens.

    Mood: The indicative mood indicates that the speaker is stating what he believes to be fact.
    The subjunctive mood, expressed through contrasting modals, implies uncertainty or doubt.

**Aspect:** This indicates the speaker's concern with the time sequence or progression of the happening. It is usually expressed by the imperfect.

**Voice:** Generally expresses who does the acting.
Active voice: The subject performs the action
Passive voice: The subject is acted upon.

| N | V | |
|---|---|---|
| the girls | talk | |
| the girl | talks | |
| the girl | talked | |
| | ---------------VG------------------------- | |
| | v | V |
| the girl | may | talk |
| | does | talk |
| | did | talk |
| | v | V+ed/en |
| the girl | has | talked |
| | had | talked |
| | v | V+ing |
| the girl | is | talking |
| | was | talking |

**Teacher's note:** Worksheets may be made for each of these patterns depending upon ability.

## HOW VERBS WORK IN THE VERB GROUP

Simple forms: Past or non-past

V

V+s

V+ed

Verb-groups (Headed by V, V+ing, V+ed/en, TO + V)

| | MARKERS |
|---|---|
| v V | can could may might shall should will would do does did must dare need had better had best |
| v V+ed/en | am is are was were (with transitive head)(passive)<br>have has had (active) |
| v V+ing | am is are was were<br>get gets got<br>keeps kept<br>V+s or V+ed forms of stop, continue, begin,etc. |
| v v V+ed/en | have had has + been (passive)<br>Modal + be (passive)<br>Modal + have (active)<br>am is are was were + being (passive) |
| v v V+ing | Modal + keep, continue, start, etc.<br>do, does, did + keep, continue, start, etc.<br>Modal + be<br>have has had + been<br>have has had + kept |
| v v v V+ed/en | Modal + have + been (passive) |
| v v v V+ing | Modal + have + been (active)<br>Modal + have + kept (active)<br>have had had + been kept (passive) |
| v v v v V+ing | Modal have been kept |

Infinitive

| | |
|---|---|
| v TO V | have has had ought used get gets got<br>am is are was were |
| v v TO V | Modal + have |
| v v v TO V | Modal + have + been |
| v v v V+ed TO V | Modal + have + been V+ed |

These only indicate the most common structures. They can be made more complex.
Ex: He may have been about to be given. etc.

Student's list:

## THE VERB MARKERS

### THE MODALS
select V

| V | V+ed |
|---|---|
| can | |
| could | could |
| may | |
| might | might |
| shall | |
| should | should |
| will | |
| would | would |
| must | |
| ought to | |

### FORMS OF HAVE
select V+ed/en

have
has
had
having

### FORMS OF BE
select V+ing or V+ed/en

am
is
are
was
were
be
being
been

### FORMS OF DO
select V

do
does
did
done
doing

### OTHER
select V+ing

keeps
kept

stop
stops
stopped

continue
continues
continued

begin
begins
began

### USED WITH INFINITIVE

have
has
had
ought
used

get
gets
got

is
am
are
was
were

## SAMPLE WORKSHEET - THE "ING" FORMS OF VERBS

All English verbs (except 10) have ing forms. One use of this form is to express present or right now time. It is used with the present tense forms of the verb to be.

| | | |
|---|---|---|
| I am thinking. | He is thinking. | You are thinking. |
| | She is thinking. | We are thinking. |
| | The boy is thinking. | They are thinking. |
| | | The boys are thinking. |

Write the sentences below using the following verbs:

1. He: write

2. They : work

3. The children: play

4. The training: pay off

5. The monster: chase

6. The mailman: deliver

7. I: prepare

8. We: say

9. She : learn

10. The experiment: work

11. The teachers: meet

12. The weather: freeze

13. The helicopter: fly

14. The winners: feel

15. The losers: grumble

16. The clock: strike

17. The mouse: run

18 The students: try

**Student's list:**

## SPELLING OF THE "ING" FORMS

1. When the simple form of the verb ends in a single e, the e is dropped before adding ing.

| | | | |
|---|---|---|---|
| have | having | write | writing |
| choose | | drive | |
| force | | make | |
| rage | | make | |
| converse | | reverse | |
| promise | | convince | |
| persuade | | decide | |

2. When a one syllable verb ends in a single consonant (except h, w, x, and y) preceded by one vowel, the consonant is doubled before adding ing.

| | | | |
|---|---|---|---|
| sit | sitting | stop | stopping |
| run | | spin | |
| chip | | shut | |
| bat | | swim | |
| rot | | chop | |
| grin | | rip | |
| step | | get | |

3. When a final consonant is preceded by two vowels, it is not doubled.

| | | | |
|---|---|---|---|
| look | looking | wear | wearing |
| seek | | read | |
| speak | | lean | |
| fear | | load | |
| plead | | feel | |
| join | | roar | |
| sleep | | steal | |

4. When a verb of more than one syllable ends in a single consonant preceded by one vowel, the final consonant is doubled when the last syllable is stressed.

| | | | |
|---|---|---|---|
| admit | admitting | propel | propelling |
| prefer | | occur | |
| omit | | refer | |
| befit | | rebel | |
| submit | | remit | |

5. The final consonant is not doubled when the last syllable is not stressed.

| | | | |
|---|---|---|---|
| visit | visiting | glisten | glistening |
| better | | spatter | |
| doctor | | listen | |
| reason | | buttering | |
| color | | sputter | |

6. When the base form of the verb ends in ie, the e is dropped and the i is changed to y before adding ing.

| | | | |
|---|---|---|---|
| die | dying | tie | tying |
| lie | | | |

7. With all other verbs, ing is added to the base form of the verb.

| | | | |
|---|---|---|---|
| do | doing | show | showing |
| stand | | try | |
| cry | | see | |
| burn | | work | |
| point | | bark | |
| roast | | bang | |
| bend | | reach | |

# SAMPLE WORKSHEET - THE USE OF "DO", "DOES", AND "DID"

**Fill in the following patterns:**

D N V+s

1.
2.
3.
4.
5.

D N V

1.
2.
3.
4.
5.

D N DID V

1.
2.
3.
4.
5.

D N+s DIDN'T V

1.
2.
3.
4.
5.

## SAMPLE WORKSHEET - THE USE OF "DOES", "DO", AND "DID"

### Question Patterns

Fill in the following patterns using the question markers: What, When, Where, Who

| QUESTION MARKER | v+s(do) | D | N | V |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

| QUESTION MARKER | v (do) | D | N+s | V |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

| QUESTION MARKER | v (did) | D | N | V |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

# SAMPLE WORKSHEET - CONTRACTIONS

See if you can say the following sentences fast. The verb forms will often be said so fast that they become contractions. Write the contraction in the blank space at the right.

1. I am very busy today. ________________
2. You are a very good student. ________________
3. He is going to the movies with us. ________________
4. Maria is also going withus. ________________
5. They are b oth good students. ________________
6. I will meet you at six o'clock. ________________
7. You will get tired if you walk so far. ________________
8. He will be back at six o'clock. ________________
9. Peter will be here soon. ________________
10. I have a headache. ________________
11. We have much work to do today. ________________
12. I do not know her well. ________________
13. She does not speak English well. ________________
14. He did not speak to me about it. ________________
15. They did not arrive on time. ________________
16. I will not be back until the end of the period. ________________
17. She will not be able to meet us. ________________
18. She is not a good student. ________________
19. They are not going to the social with us. ________________
20. Hector was not at the meeting today. ________________
21. Lupe and Clarissa were not at the meeting either. ________________
22. There is someone at the door. ________________
23. I am not going to the movie after school. ________________

## SAMPLE WORKSHEET - FORMS OF VERBS

Write the proper form of the verb in place of the main verb in the sentence below. Make any necessary changes in structure.

Armando agreed to attend the meeting.

refuse
invite
want
plan
tell
expect
hope

persuade
ask
promise
advise
would like
permit
remind

decide
allow
fail
remember
convince
offer
hire

intend
force
neglect
expect
promise
hope
persuade

Using the time expressions at the left, write in the past, present, or future tense of the verb.

| | | |
|---|---|---|
| ago | do | 1. I ________ that job several days ago. |
| yesterday | send | 2. He ________ the letter yesterday. |
| last night | break | 3. She ________ her ankle last night. |
| already | go | 4. She already ________ to the hospital. |
| right now | come | 5. I ________ home right now. |
| at last | see | 6. At last, he ________ what it means. |
| once | walk | 7. Once he ________ five miles. |
| tomorrow | spend | 8. I ________ this money tomorrow. |
| again | play | 9. Can we ________ that game again? |
| decide | afterwards | 10. We ________ what to do after wards. |

Teacher's notes:

## ADVERBS

### I. Identification of Adverbs

A. Adverbs are not as easily identified by position in the sentence as are adjectives, because of their variable positions.

B. Adverbs may be identified by function. They limit the verb or the entire utterance. They give direction to the sentence.

C. Some adverbs may be identified by the questions which they answer: How, When, Where, Why, How often, Under what conditions.

D. Some adverbs may be identified by their forms.

1. Many adverbs are made by adding ly to an adjective:

   rapidly, quickly, easily, gladly, hopefully, etc.

2. Some adverbs are made by adding ly to nouns:

   hourly, daily, yearly, weekly, monthly, etc.

3. Some adverbs are made by prefixing A to the noun:

   afoot, ashore, aside, asea, aboard, etc.

4. Some adverbs are compounds ending in +time, +ward, +wards, +way, +ways, +where, +wise.

   anytime, dinnertime, onward, backwards, sideway, lengthways, somewhere, crosswise, etc.

E. Words with the same forms as prepositions, but without objects, are adverbs.

F. Some adverbs may be identified by the use of intensifiers (esp. those of manner and time frequency)

-er, -est, more, most, little, least.
very, somewhat, rather, pretty, quite, etc.

G. Some adverbs are subordinators, that is anytime they appear in a sentence, their meaning is dependent upon what has gone before or what comes after.

again
ago
ahead
almost
already
also
altogether
always
anyhow
anyway
anywhere
away
awhile
else
even

here
indeed
instead
just
maybe
moreover
never
nevertheless
not
now
nowadays
hardly
only
perhaps
quite

so
sometimes
still
then
there
therefore
thus
together
too
yet
seldom
furthermore
rather
ever

## II. General Statements

A. Any sentence and any verb is subject to limitation by the adverb. It may occur anywhere in the sentence except between the verb and its object. (except in the case of special two-word verbs, look like, put up with, etc.)

B. The functions of the adverb are diverse. It may limit the entire sentence, a group of words within the sentence, or a single word.

C. The adverb limits the verb as the adjective limits the noun.

D. The adverb is not bound to the verb as the adjective is to the noun; it *can* be bound to the verb, or it can be used anywhere in the sentence where it makes the best impact or where emphasis is desired.

Example: *Angrily*, he threw *down* his cap.
He threw *down* his cap *angrily*.
He *angrily* threw *down* his cap.

## III. Kinds of Adverbs

Adverbs may be single words or word-groups.

| | |
|---|---|
| A. TIME: | now<br>in the morning<br>when the bus arrives |
| B. PLACE: | here<br>at the station<br>where the bus stops |
| C. MANNER: | rapidly<br>in a hurry<br>*as if* he were tired |
| D. CAUSE: | consequently<br>for that reason<br>because we were tired |
| E. COMPARISON: | earlier<br>like a fool<br>*as if* his mouth were full of mush |
| F. CONCESSION: | however<br>regardless of the time<br>although it was raining |
| G. CONDITION: | then<br>in that case<br>if we should be late |

## IV. Functions of Adverbs

### A. Single-word adverbs

1. Adverbs that answer the question WHERE?

   a. Adverbs that answer the question WHERE? usually select the position immediately after the verb.
   Ex: He is going there.

   b. Some of these adverbs of place look like prepositions, but do not have objects. (up, down, over, out, etc.) They have been used in the position immediately after the verb so long and so frequently, that they have come to be considered part of the verb group. (See TWO-WORD VERBS in SPECIAL PROBLEMS)
   Ex: Come in!

2. Adverbs that answer the question HOW?

   a. Adverbs that answer the question HOW? usually come after the verb. If there is an adverb of place in the sentence, the adverb of manner usually follows it. If it is used before the adverb of place, it is a stylistic use and changes the emphasis.
   Ex: He ran quickly.
   He ran home quickly.

   Stylistic: He ran quickly home.
   He quickly ran home.

   b. Adverbs of manner are usually formed by adding ly to an adjective. The list of words of this type is endless. Old ones are being discarded and new ones added as the language grows.
   EX:

| A | Av |
|---|---|
| quick | quickly |
| rapid | rapidly |
| easy | easily |

3. Adverbs that answer the question WHEN?

   a. Adverbs of time usually come at the end of a series of adverbs. They end the verb cluster.
   Ex: He came home early. today.

   b. Of course, it is not unusual to use the adverb of time to introduce a sentence.
   Ex: Today he came home early.

   c. Adverbs of time frequency (HOW OFTEN?) are special cases. These adverbs precede the verb.
   Ex: He seldom eats lunch.
   He always arrives early.
   He never speaks to me.

4. Adverbs of CAUSE, COMPARISON, CONCESSION, CONDITION

   Adverbs of CAUSE, COMPARISON, CONCESSION, AND CONDITION are freewheeling and may be inserted in the sentence wherever they are needed for emphasis or effect.

Teacher's note: Use as desired.

## SINGLE WORD ADVERBS OF TIME

| Kinds | Patterns | | | |
|---|---|---|---|---|
| | 1. N | V | | Av |
| Time | He | arrived | | early. |
| Place | He | arrived | | there. |
| Manner | He | arrived | | quickly. |
| Cause | He | arrived | / | consequently. |
| Concession | He | arrived | / | nevertheless. |
| Comparison | He | arrived | / | earlier. |
| Condition | He | arrived | / | regardless. |

Two-word verb (verb + adverb)

| | 2. N | V | Av |
|---|---|---|---|
| | He | went | out. |
| | She | came | through. |

| | 3. Av | N | V |
|---|---|---|---|
| Time | Early, | we | played. |
| Place | Here | they | come. |
| Manner | Angrily, | he | left. |
| Cause | Consequently, | he | left. |
| Concession | Nevertheless, | he | didn't leave. |
| Comparison | Earlier, | we | played. |
| Condition | Therefore, | we | won. |

| | 4. N | Av | | V |
|---|---|---|---|---|
| Time (frequency) | He | seldom | | played. |
| (Place) | | | | |
| Manner | He | sadly | | left. |
| Cause | He | consequently | / | left. |
| Concession | He | nevertheless | / | left. |
| Comparison | He | more actively | | complained. |
| Condition | He | therefore | / | quit. |

**Teacher's note**: Use as desired.

Single adverbs of place, time, and manner are commonly used in the following patterns. Using the following frames as basic patterns, insett adverbs of concession, cause, condition, and comparison and see if patterns of their use emerge.

5.

| N | V | Av(place) | Av (time) |
|---|---|---|---|
| He | went | home | early. |
| She | went | home / | nevertheless. |

6.

| N | V | Av(manner) | Av(time) |
|---|---|---|---|
| He | worked | rapidly | then. |

7.

| N | V | Av(time) | Av(time) |
|---|---|---|---|
| They | left | early | then. |

8.

| Av | N | V | Av |
|---|---|---|---|
| However, | he | returned | later. |
| Quickly, | he | left | home. |

9.

| N | V | Av | Av | Av |
|---|---|---|---|---|
| He | worked | there | regularly | nights. |

Teacher's note: Use as desired.

The patterns with single word adverbs can become more complicated--

10.

| N | v | V | Av |
|---|---|---|---|
| He | is | going | early. |

11.

| N | v | Av | V |
|---|---|---|---|
| He | was | always | working. |

12.

| Av | N | Av | V | N | Av |
|---|---|---|---|---|---|
| So, | she | never | took up | sewing | seriously. |

13.

| Av | N | v | Av | V | Av | Av |
|---|---|---|---|---|---|---|
| However, | he | is | always | going | there | late. |

14. Other patterns which you can think of.

# ADVERB PHRASES

1. Once you see what the adverb does in the sentence, you will become aware of an adverb function that may be carried not only by single words, but by phrases and clauses.

2. Recall that the adjective function was carried by phrases and clauses, but not in the same positions. The noun-cluster was built by recognizing that single-word adjectives commonly precede their nouns and that adjective phrases commonly follow their nouns.

3. The adverb phrase is different.

4. The adverb phrases sit where the single-word adverbs do when they are doing the same modification.
   Example: He went hurriedly.
   He went in a hurry.

5. The same prepositional phrase (Prep. N) that works as an adjective also works as an adverb with no internal difference.

6. The symbol for the adverb phrase is AvP.

## Patterns

| N | AP | V | Av | AvP |
|---|---|---|---|---|
| The man | at that desk | leaves | every day at the same time. | |

| N | V | AvP | Av | AvP |
|---|---|---|---|---|
| He | goes | to the store | regularly | on the way. |

| AvP | N | V | Av | AvP |
|---|---|---|---|---|
| In the morning | he | goes | quickly | to his desk. |

# ADVERB CLAUSES

Just as the single-word adverb may be replaced by an adverb phrase, so may it be replaced by an adverb clause.

1. The adverb clause begins with a clause-marker some of which are:
   - after
   - before
   - once
   - since
   - when
   - whenever
   - until
   - where
   - wherever
   - as if
   - as though
   - like
   - that
   - so
   - so that
   - in order that
   - because
   - since
   - as
   - if
   - unless
   - though
   - although
   - while
   - even though

2. The adverb clause can occur at the beginning of the utterance.

3. It occurs frequently as a verb-modifier in the verb-cluster after the verb.

4. When an adverb phrase and an adverb clause both limit the same verb in its complement, the clause follows the phrase.

5. The symbol for the adverb clause is AvC.

## Patterns

| AvC | N | V |
|---|---|---|
| Before the bell rings, | we | play. |

| N | V | AvC |
|---|---|---|
| We | play | before the bell rings. |

| N | V | AvP | AvC |
|---|---|---|---|
| We | play | at noon | before the bell rings. |

| AvC | N | V | AvP |
|---|---|---|---|
| Before the bell rings, | we | play | on the schoolground. |

| AvC | N | V | N |
|---|---|---|---|
| Before the bell rings, | we | play | baseball. |

| N | V | N | AvC |
|---|---|---|---|
| We | play | baseball | before the bell rings. |

## THE USE OF THE INTENSIFIERS ER, EST, MORE, AND MOST

1. Adverbs can be limited to plus or minus qualities by:
   a. Changes in form by adding er or est.
   b. The use of more, less, most or the least.
   c. The use of other words that limit the adverb.

2. Some single-syllable adverbs can add er or est.
   Comparative: Faster, sooner, etc.
   Superlative: Fastest, soonest, etc.

3. Most two-syllable adverbs are used with more or most.

| | | | |
|---|---|---|---|
| more quickly | most quickly | less quickly | the least quickly |
| more rapidly | most rapidly | less rapidly | the least rapidly |
| more often | most often | less often | the least often |

4. Some two-syllable adverbs may be used with the er or est endings (although perhaps not always "correctly")

| | |
|---|---|
| earlier | earliest |
| oftener | oftenest |

5. Three-syllable adverbs are always used with more, most, less, and least.

| | | | |
|---|---|---|---|
| more beautifully | the most beautifully | less beautifully | the least -- |
| more graciously | the most graciously | less graciously | the least -- |

6. A few adverbs do not add er or est endings; they may be built-in.

| | | |
|---|---|---|
| well | better | best |
| badly | worse | worst |
| much | more | most |
| | further | furthest |
| | farther | farthest |

7. Less is not commonly used with adverbs that form the comparative by adding er. Instead, a negative form with as or so is used.

   He didn't run as fast as Peter.

8. Different constructions of comparison may be used:

Adverb
as ______ as
not V as ______ as
more ______ than
less ______ than
+er ______ than
the most ______
the least ______

# ADVERBS OF COMPARISON

**Fill in the following patterns:**

1.

| V | ADVERB + ER |
|---|---|
| drive | faster |

2.

| V | ADVERB + EST |
|---|---|
| drive | fastest |
| drive | the fastest |

3.

| V | MORE | ADVERB |
|---|---|---|
| drive | more | quickly. |

4.

| V | MOST | ADVERB |
|---|---|---|
| drive | most | quickly |
| drive | the most | quickly |

5.

| V | AS | ADVERB | AS |
|---|---|---|---|
| drive | as | fast | as |

6.

| NOT | V | AS | ADVERB | AS |
|---|---|---|---|---|
| not | drive | as | fast | as |

7.

| V | LESS | ADVERB |
|---|---|---|
| drive | less | quickly |

8.

| V | LEAST | ADVERB |
|---|---|---|
| drive | the least | quickly |

9.

| V | ADVERB + ER | THAN |
|---|---|---|
| drove | faster | than |

10.

| V | MORE | ADVERB | THAN |
|---|---|---|---|
| drive | more | rapidly | than |

11.

| INTENSIFIER | ADVERB | THAN |
|---|---|---|
| a little | | |
| much | | |
| slightly | | |

12.

| INTENSIFIER | MORE | ADVERB |
|---|---|---|
| a little | | |
| much | | |
| rather | | |
| even more | | |

## SAMPLE WORKSHEET - SUMMARY PATTERNS OF ADVERB FUNCTIONS

Use adverbs of time.

| N | V | Av |
|---|---|---|
| We | are leaving | now. |

| N | V | AvP |
|---|---|---|
| We | will leave | in the morning. |

| N | V | AvC |
|---|---|---|
| We | will go | when it stops raining. |

| AvC | N | V |
|---|---|---|
| When it stops raining, | we | will go. |

Use adverbs of place.

| N | V | Av |
|---|---|---|
| He | came | here. |

| N | V | AvP |
|---|---|---|
| He | arrived | at the station. |

| N | V | AvC |
|---|---|---|
| We | stood | where the bus stops. |

| Av | N | V |
|---|---|---|
| Here | he | comes. |

Use adverbs of manner.

| N | V | Av |
|---|---|---|
| He | spoke | rapidly. |

| Avq | N | V |
|---|---|---|
| Quickly | he | answered. |

| N | V | AvP |
|---|---|---|
| He | spoke | in a hurry. |

| N | V | AvC |
|---|---|---|
| He | walked | as if he were tired. |

| AvC | N | V |
|---|---|---|
| As if his life depended on it, | he | ran. |

Use adverb clauses of cause.

| N | V | AvC |
|---|---|---|
| We | left | because we were tired. |

| AvC | N | V |
|---|---|---|
| Since we can't go, | the party | has been canceled. |

Use adverbs of comparison.

| N | V | Av |
|---|---|---|
| He | walked | more slowly. |

| N | V | AvC |
|---|---|---|
| He | sounds | as if his mouth were full of mush. |

Use adverb clauses of concession.

| N | V | AvC |
|---|---|---|
| We | left | although it was raining. |

| AvC | N | V |
|---|---|---|
| Even though they had never tried it, | they | bought it. |

Use adverb clauses of condition.

| N | V | AvC |
|---|---|---|
| You | must wait | if we should be late. |

| AvC | N | V |
|---|---|---|
| If the store closes early, | we | can't shop. |

Add an intensifier and adverb.

| N | V | I | Av |
|---|---|---|---|
| He | talked | very | well. |
| He | ran | ______ | ______ |

# THE BASIC SENTENCE PATTERNS

## How the Form Class Words
## and the
## Function Words Combine

## THE BASIC SENTENCE PATTERNS

| N | V | COMP | | |
|---|---|---|---|---|
| 1. N | V | | | |
| This | acts. | | | |
| N | V | Av | | |
| This | acts | thus, there, or then. | | |
| N | V | A | | |
| This | acts | so. | | |
| 2. N | V | N | | |
| This | is | that. | | |
| N | V | A | | |
| This | is | so or such. | | |
| N | V | Av | | |
| This | is | thus, there, or then. | | |
| 3. N | V | N | | |
| This | affects | that. | | |
| 4. N | V | N | | N |
| This | calls | that | | that. |
| N N | V | N | | N |
| This | gives | that | | that. |
| 5. N | VG | | | |
| This | is acted upon. | | | |
| N | VG | Prep | | N |
| This | is acted upon | by | | that. |
| 6. N | BG | N | Prep | N |
| He | is given | that | by | that. |
| N | VG | N | Prep | N |
| Thatq | is given | him | by | that. |

## SENTENCE PATTERN I

Teacher's note: This pattern is the intrasitive sentence. The action begins in the noun and ends in the verb.

Sample: N V

| N | V |
|---|---|
| this | acts |
| the girl | sings |

# SAMPLE WORKSHEET - SUBJECT AND VERB

Before you can make a senteuce or understand a sentence you hear or read, you much know what is begin talked about. Usually we talk about a person, a place, or a thing, or more than one person, place or thing. (N or N+s) We use the word subject to name the part of the sentence or the noun we are talking about. Think of the subject as an actor or actors on a stage. Then think of what the actor or actors do. The part of the sentence that talks about what they do or what they are we call the verb ( or the predicate.)

Example: Cantinflas is an actor.
Cantinflas sings.

The verb has more than one form. In order to select the right form, you must know if the subject is singular (N) or plural (N+s).

Example: The boy sleeps. — El muchacho duerme.
The boys sleep. — Los muchachos duermen.

Study the following sentences. If the subject is plural write N+s after it. If the subject is singular, write N after it.

Boys play.

Children laugh.

The man sings.

Dogs bark.

It barks.

Babies cry.

They go.

I dance.

He writes.

Bees sting.

## SAMPLE WORKSHEET - SUBJECTS

Sentences can be divided into two parts. The first part is called the subject and tells us what the sentence is talking about. The simplest kind of a subject is a noun or a pronoun.

Examples: The bird sings.
They left.

The second part of the sentence is called the predicate or verb part, and tells us what the subject is doing, is feeling or thinking, or is.

Examples: The bird sings.
They left.
He is here.
He wonders.

Before you can make or understand any sentence, you must find these two importtant or basic parts.

Build some sentences by completing the following.

Snakes ____________________. (Add a predicate)

____________________ washed the car. (Add a subject)

____________________ fed the baby. (Add a subject)

He ____________________ at the funny sight. (Add a predicate)

She ____________________ the dishes. (Add a predicate)

No one ____________________ the answer. (Add a predicate)

He ____________________. (Add a predicate)

Cats ____________________ mice. (Add a predicate)

____________________ were late. (Add a subject)

Juan and Maria ____________________ the movie. (Add a predicate)

They ____________________ in the morning. (Add a predicate)

____________________ wandered off. (Add a subject)

The accident ____________________ last night. (Add a predicate)

She ____________________ sick. (Add a predicate)

____________________leave trails.(Add a subject)

The ____________________ caught him. (ADD a predicate.)

**Make up N V patterns to fit.**

| | |
|---|---|
| N | V+S |
| | |
| N+S | V |
| | |
| N | BE + V+ING |
| | |
| N | BE + V+ ED/EN |
| | |
| N | HAVE + V+ED/EN |
| | |
| N | MODAL + V |

**Teacher's note:** Sentence Pattern I with modifiers.

## SAMPLE WORKSHEET - N V A AND N V Av

Verbs other than linking verbsmay be followed by an adjective.

| N | N | V | A |
|---|---|---|---|
| | the door | slammed | shut. |
| | the weather | remained | mild |
| | the milk | turned | sour |

Verbs other than linking verbs may be followed by an adverb.

| N | V | Av |
|---|---|---|
| the girls | ran | quickly |
| the boys | played | hard |

# SENTENCE PATTERN II

A. The pattern N $_{l}$V + N, A, or Av contains verbs that may be loosely translated be, seem, or become. They are called linking verbs.

B. The complement refers to the first N, describing or identifying it.

C. The following verbs occur in this pattern:
   1. be (am, is are, was, were, being,been)
   2. seem
   3. become
   4. appear
   5. taste
   6. feel
   7. grow
   8. continue
   9. remain, etc.

D. We mark these verbs $_{l}$V.

| N | $_{l}$V | COMP(A) |
|---|---|---|
| He | seems | busy. |
| Those flowers | are | pretty. |
| My hands | are | dirty. |
| This school | is | terrible. |
| That new boy | looks | rather stuffy. |
| We all | grow | old. |

| N | $_{l}$V | COMP(Av) |
|---|---|---|
| The books | are | here. |
| He | feels | badly. |
| This store | is | not far. |

E. Note: The complement, N, refers to the first noun in this pattern.

| N | $_{l}$V | COMP(N) |
|---|---|---|
| My brother | is | an engineer. |
| That car | is | a Ford. |
| He | seems to be | a bum. |

## SAMPLE WORKSHEET - THE VERB "TO BE"

### Spanish ser and estar

In Spanish the forms of the verb ser are:

| | |
|---|---|
| yo soy | nosotros somos |
| tu eres | vosotros sois |
| él, ella es | ellos, ellas son |
| Vd. es | Vds. son |

In Spanish, the present forms of the verb estar are:

| | |
|---|---|
| yo estoy | nosotros estamos |
| tú estás | vosotros estáis |
| él, ella está | ellos, ellas están |
| Vd. está | Vds. estan |

In English we use the following present forms in place of both Spanish verbs ser and estar.

| | |
|---|---|
| I am | we are |
| you are(singular) | you are (plural) |
| he, she, it is | they are |
| N | N+s |

Look at the sentences below. Say them using the correct form of the verb to be. Then write the correct form in the blank space.

I ___(am)___ tired.

Juan ___________ a student.

This __________ a good book.

He __________ a teacher.

We ___________ busy.

They ____________ sisters.

The gate ___________ open.

The windows ___________ shut.

Who __________ it?

She __________ a woman.

It ____________ right here.

You __________ a good student.

You ___________ good students.

Today _____________ Friday.

The child __________ five.

The brothers ___________ students.

This ____________ a good school.

Where _____________ you?

His name _____________ Victor.

The feeling ____________ mutual.

The apple ____________ rotten.

When______________ it?

He _____________ my grandfather.

They _____________ my parents.

We _____________ late.

The moon ___________ orange.

## SAMPLE WORKSHEET - THE NEGATIVE FORM OF THE VERB "TO BE"

In Spanish the negative is said by putting no before the verb.

| | |
|---|---|
| yo no soy | yo no estoy |
| tu no eres | tú no estás |
| él, ella no es | él, ella no está |
| Vd. no es | Vd. no está |
| nosotros no somos | nosotros no estamos |
| vosotros no sois | vosotros no estáis |
| ellos, ellas no son | ellos, ellas no están |
| Vds. no son | Vds. no están |

In English the negative is said by putting not after the verb.

| | |
|---|---|
| I am not | we are not |
| you are not | you are not |
| he is not | they are not |
| she is not | N+s are not |
| it is not | |
| N is not | |

But!!

In English when we speak fast, the not is often unstressed and shortened and is spoken as a contraction! Study the written forms:

| | |
|---|---|
| I'm not | we're not |
| you aren't | you aren't |
| he isn't | they aren't |
| she isn't | N+s aren't |
| it isn't | |
| N isn't | |

Fill in the spaces below. In the first column use the full negative, in the second column use the contraction.

We ______________ sisters.    We ______________ sisters.

They ______________ busy now.    They ______________ busy now.

The man __________ tired.    The man______________ tired.

I _____________ a student.    I ______________ a student.

You _____________ early.    You ______________ early.

She _____________ my friend.    She _______________ my friend.

The children _________ noisy.    The children ______________ noisy.

The door ____________ open.    The door ____________ open.

He _____________ here.    He _______________ here.

My parents __________ here.    My parents _______________ here.

# SAMPLE WORKSHEET

| N | LV | A |
|---|---|---|
|  |  |  |

| N | LV | Av |
|---|---|---|
|  |  |  |

| N | LV | N |
|---|---|---|
|  |  |  |

**Teacher's note**: There is a pattern filler. It is not a noun but occurs in noun position.

## "THERE IS" AND "THERE ARE"

We often use there is and there are in English. These phrases are often used like the Spanish hay.

Spanish: Hay un libro en la mesa.
English: There is a book on the table Singular.

Spanish: Hay libros en la mesa.
English: There are books on the table Plural

In the following sentences cross out the word that does not belong.

Use there is with singular nouns (N)
Use there are with plural nouns (N+s)

There is are a letter for you.

There is are two boys in the office.

There is are only one left.

There is are a newspaper on the desk.

There is are many clouds in the sky.

There is are money left in the bank.

There is are forty dollars.

There is are little hope.

There is are a few more coming.

There is are a new student in our class.

There is are a library in our school.

There is are many books in it.

There is are a tape recorder on the table.

There are is many tapes left.

There are is a good story in this magazine.

There are is an interesting lesson.

There are is a friend of mine.

There are is more people coming.

# SAMPLE WORKSHEET - NEGATIVE FORMS OF "THERE IS" AND "THERE ARE"

The negative forms of there is and there are follow the rule of putting not after the verb. We usually use the contractions:

| | | | |
|---|---|---|---|
| There is | (There is not) | There isn't | No hay |
| There are | (There are not) | There aren't | No hay |

Use the negative contraction in place of there is or there are in the senteces below.

________________ many students in the room right now.

________________ many absent today.

________________ any excuse for being late every day.

________________ enough rulers to go around.

________________ a telephone in this room.

________________ telephones in any of the rooms.

________________ two doors in this room.

________________ a window in the closet door.

________________ anyone who can speak French.

________________ many new words in the lesson.

________________ a rug on the floor.

________________ any chalk in the box.

________________ a cigar in this room.

________________ any bad marks on his report card.

________________ any grade for mechanical drawing.

________________ any reason for it to happen.

________________ one girl in Woodshop.

________________ an interesting story in this book.

________________ anything I like for lunch today.

________________ any apples left in the cafeteria.

________________ two girls who like to wear the same dress to a dance.

________________ any feeling in my foot.

________________ much ink in the bottle.

## SENTENCE PATTERN III

**Teacher's note:** This is the transitive verb pattern. The action of the verb can be thought of as going from the first noun through the verb to the following noun.

N V N

This is the most common pattern in English. The noun may function in either subject or object position.

| Subject | Verb | Object |
|---|---|---|
| ACTOR | ACTION | GOAL |

Practice using verb-group substitutions.

# SAMPLE WORKSHEET - PRONOUNS

| NOUNS | ACTOR PRONOUNS | GOAL PRONOUNS |
|---|---|---|
| (my name) | I | me |
| the athlete | he | him |
| the woman | she | her |
| the elephant | it | it |
| our class | we | us |
| your class | you | you |
| Bettina and Rosa | they | them |

Change the nouns in the following sentences to pronouns. Study the examples.

1. The boys are going to win the game.
They are going to win it.

2. The brothers found the snake.
They found it.

1. The teacher spoke to the students about that matter.

________________________________________

2. The class is watching the film strip.

________________________________________

3. The 7-10's are beating the 7-6's today.

________________________________________

4. Jose and Peter take care of the language labs for the class.

________________________________________

5. Do Jessie and you read the newspaper when the teacher brings the newspaper?

________________________________________

6. Does Mrs. Garcia buy her groceries from the man on the corner?

________________________________________

7. Everybody in the class wrote a letter to Arthur.

________________________________________

8. The two girls are working on the bulletin board now.

________________________________________

9. The teacher lost the key and can't find the key.

________________________________________

## SAMPLE WORKSHEET - THE PRONOUN IN THE N V N PATTERN

Fill in the patterns below:

| N | V | N(pronoun) |
|---|---|---|

| N(pronoun) | V | N |
|---|---|---|

| N(pronouns) | V | N(pronoun) |
|---|---|---|

**Teacher's notes:**

## HOW THE N V N PATTERN CAN BE EXPANDED

Basic pattern: Boy likes pie.

The boy likes the pie.

The hungry boy likes the pie.

The boy likes that good pie

The hungry boy likes that good pie.

The hungry boy likes that good apple pie.

The school boy in the blue shirt likes pie.

The boy likes pie with ice cream.

The boy in the blue shirt who is hungry likes pie.

The boy likes pie that is home baked.

The boy is waiting for the pie in the oven which was almost done.

The boy likes pie which is hot from the oven.

etc.

**Teacher's note:** Use as desired.

## SAMPLE WORKSHEET - THE N V N PATTERN EXPANDED

D A N V D N

The little girl liked her brother.

D A N V D A N

D A A N V D A A N

D A N AP V V D A

D A N AP V D N AP

---------AC---------------

D A N CLAUSE MARKER V D N V D N

**Teacher's note:** Use as desired.

## THE N V N PATTERN EXPANDED (cont)

| D | N | AC | V | D | A | N |
|---|---|---|---|---|---|---|
| The | boy | who(m) she liked | liked | the | other | girl. |

| D | A | N | AP | AC | V | D | N |
|---|---|---|---|---|---|---|---|

| D | A | N | AP | AC | V | D | N | AP |
|---|---|---|---|---|---|---|---|---|

| D | A | N | AP | AC | V | D | N | AP | AC |
|---|---|---|---|---|---|---|---|---|---|
| The | football | player | in the blue helmet | who(m) she liked | liked | the | girl | in his class | who didn't like him. |

A lesson like the last offers several possibilities.
Underline the headword.
Read each element without pausing.
Which word is stressed.
Find the N V N of the main sentence.

## SAMPLE WORKSHEET - SENTENCE PATTERN IV - N V N N

| | | | ----COMP---- | |
|---|---|---|---|---|
| Example: | N<br>(1) | V | N<br>(2) | N<br>(3) |
| | He | called | that boy | an idiot. |

In this sentence there are only two nouns talked about : the actor and the goal. (He -- boy) The third noun merely renames the goal. (boy -- idiot) He and boy are two different nouns, but idiot is just another word for boy. Idiot is a name he has given this boy.

| N | V | N | N |
|---|---|---|---|

Teacher's note: Use as desired.

## VARIATION OF SENTENCE PATTERN IV

| Example: | N | V | N | COMP<br>N |
|---|---|---|---|---|
| | John | gave | Maria | a flower. |

1. In this sentence there are three distinct nouns taked about: John, Maria, and flower.

2. The key is in the verb gave.

3. Gave needs a giver, a receiver, and a gift. The giver is John, the receiver is Maria, and the gift is a flower.

4. The following verbs are like gave. They need three distinct nouns to complete their meaning: Use them in sentences.

   give
   afford
   ask
   allot
   assign
   bring
   buy
   cause
   envy
   fetch
   grant
   guarantee
   hand
   lease
   leave
   lend
   owe
   pass
   pay
   rent
   sell
   send
   show
   spare
   throw
   write
   tell
   offer
   do
   teach
   let
   deny

Teacher's note:

5. Pronouns may be substituted.
   (The use of the terms direct object and indirect object may be optional depending on the purpose of the lesson. It has been found useful in teaching pronouns and word order.)

# SAMPLE WORKSHEET - THE USES OF "SAY" AND "TELL"

Study the following examples carefully:

Rita said that she made her dress.
Rita said she made her dress.
Rita said, "I made my dress."
Rita told me that she made her dress.
Rita told me she made her dress.

Notice that say and tell usually have the same meaning but are used in different patterns.

1. If the person to whom the words are spoken is mentioned, use tell.

| Subject | Verb | Indirect Object | Direct Object |
|---|---|---|---|
| The captain | told | the team | (that) it would be a tough game. |
| The captain | told | us | (that) it would be a tough game. |
| She | told | the students | (that) the lesson was easy. |

1. ____________________

2. ____________________

3. ____________________

4. ____________________

2. If the person to whom the words are spoken is not mentioned, use say. Say is used to introduce direct or indirect quotation.

| Subject | Verb | Direct Object |
|---|---|---|
| The captain | said | (that) this will be a tough game. |
| The captain | said, | "This will be a tough game." |
| He | said, | "This will be a tough one." |

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________ " ____________ "

6. ____________ " ____________ "

7. ____________ " ____________ "

8. ____________ " ____________ "

# SAMPLE WORKSHEET - THE USES OF "SAY" AND "TELL"

Fill in the blanks with the appropriate forms of say or tell. Remember, tell usually takes an indirect object.

1. Armando ____________ us that he was too busy to go to student council.
2. Rita __________ that she would go in his place.
3. They ____________ me that a new law is being proposed.
4. I don't want to ________ you how to vote.
5. She ____________ that the amendment is a very good one.
6. Bettina ____________, "Wait and see."
7. She always ___________ the truth.
8. Victor __________ that he will not vote for the amendment.
9. David ___________ the class that everyone should vote.
10. He __________ both Rita and Armando that they should encourage people to vote.
11. Armando ____________ that he could not make people vote.
12. Rita ________ that she would _________ them to think over the issue.
13. She ________ that she didn't understand everything involved.
14. I was Berto that _________ we should discuss it in class.
15. Ramon __________ the class what he thought of the amendment.
16. Jessie _________ that it would be better for the seventh graders.
17. Lupe _________, "Why should the eighth grade vote for next year's student officers?"
18. "Whatever gave you that idea?" _________Fernando.
19. "Well, another girl ________ she feels the same way," Lupe _______ him.
20. Mr. Ott _________ the student council that everyone should vote.
21. He didn't ___________ anyone how to vote.
22. __________ everyone to try to get this passed.
23. The teacher _______, "I've _____ you time and again that you must take an interest in school activities."
24. Ana _________ that she thought that was a good idea.
25. Why don't you __________ us what you think?

## SAMPLE WORKSHEET - THE USES OF "SAY" AND "TELL"

Fill in the blanks with the appropriate forms of say and tell.

1. He was so afraid of being bawled out that he __________ a lie about it.
2. It's sometimes easier to ___________ the truth than to _________ a lie.
3. He _________ that he couldn't ________ time and that's why he was late.
4. The teacher _________, "You'll have to ______ me a better story than that."
5. "I'm _______ the truth, "__________ Jorge.
6. The teacher _________him that she wouldn't accept that excuse.
7. Jorge said, "__________ me what you mean."
8. The teacher _________ him to think up a better alibi.
9. The whole class laughed at what Jorge ___________.
10. Mike __________ that Jorge knew very well that he wasn't _______ the truth.
11. Jorge __________ him to keep quiet.
12. "O.K.", Mike ____________, "I'm just __________ you for your own good."
13. Jorge __________, "I don't need your advice."
14. Mike __________ Jorge that he should ____________ the truth.
15. Everyone knew that Jorge could ____________ time.
16. The teacher ________ Jorge to come in after school.
17. "What did she _________?", his friends asked.
18. "I'll __________ you about it later," answered Jorge.
19. He didn't want to _________ them his secret.
20. He was ashamed to _______ them that he didn't really know how to ____ time.
21. That's not something you want to ___________ people about.
22. Mike said, "I __________ you that you should _______ the truth."
23. Jorge _________ him to mind his own business.
24. He wasn't about to _________ them what the teacher had __________.
25. He was too embarrassed to ____________anyone his secret.
26. He really had _______ the truth, but everyone thought he had been ________ a lie.

# SAMPLE WORKSHEET - SENTENCE PATTERN V

## N VG (Passive)

In this pattern the VG is used in the place of the verb. Here it means that the N is acted upon by an actor not mentioned. We call this passive voice.

This pattern uses these words + V+ed/en.

| | | |
|---|---|---|
| am | was | have + been |
| is | were | has + been |
| are | | had + been |

Study the examples and make up your own:

| N | VG |
|---|---|
| The door | was slammed. |
| The door | had been slammed. |

## SAMPLE WORKSHEET-- VARIATION OF SENTENCE PATTERN V

### N VG PREP N (Passive)

This pattern requires the use of the same words as the V NG pattern and means that the N is acted upon. In this pattern the actor is mentioned after the preposition.

| N | VG | PREP | D | N |
|---|---|---|---|---|
| The door | was slammed | by | the | boy |
| The mess | was cleaned up | by | a | janitor. |

| D A N | VG | PREP | D | A N |
|---|---|---|---|---|
| | | | | |

## SAMPLE WORKSHEET - SENTENCE PATTERN VI

### N VG N PREP N

In this pattern a new element has been introduced. Compare the following:

| D | N | VG | PREP | D | N |
|---|---|---|---|---|---|
| The | door | was slammed. | | | |

| D | N | VG | N | PREP | D | N |
|---|---|---|---|---|---|---|
| The | boy | was given | a book | by | the | teacher. |

The new element is the object N. It can be used only with verbs that mean about the same thing as give: send, lend, etc. The N after the verb tells what is being given.

Fill in the following patterns: Use different verb forms in VG.

| D | N | VG | N | PREP | D | N |
|---|---|---|---|---|---|---|

## SAMPLE WORKSHEET-- VARIATION OF SENTENCE PATTERN VI

N VG (to) N PREP N

| N | VG | (to)N | PREP | N |
|---|---|---|---|---|
| The secret | was told | to her | by | her friend. |

## HOW ENGLISH USES VARIATIONS WITHIN THE BASIC SENTENCE PATTERNS

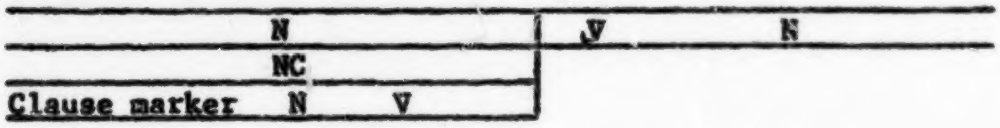
**Teacher's note: These are condensed but worksheets and exercises can be made using the following patterns as a basis.**

# SUBSTITUTES WITHIN PATTERNS

I. Noun Clause. A noun clause may be substituted for a single-word noun in any noun function.

A. Noun clause as subject:

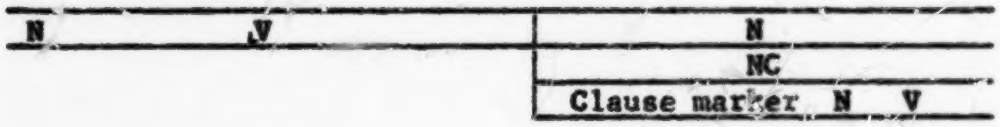
Basic Pattern:


N
V
N
NC
Clause marker
N
V

What I need is an aspirin.

B. Noun clause as predicate noun:

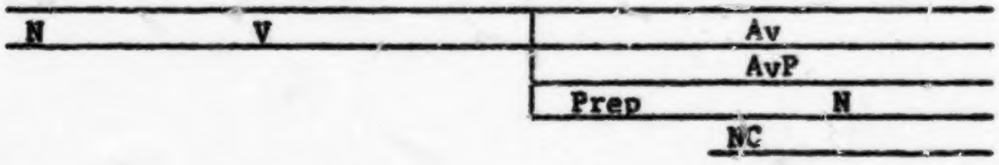
Basic Pattern:


N
V
N
NC
Clause marker
N
V

An aspirin is what I need.

C. Noun clause as object of the preposition:

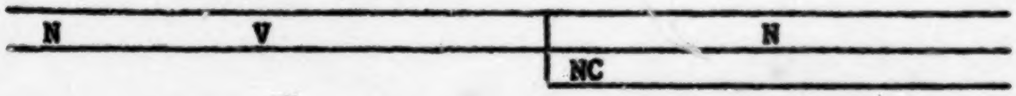
Basic Pattern:


N
V
Av
AvP
Prep
N
NC

He can arrange for whatever he needs.

D. Noun clause as direct object of the verb:

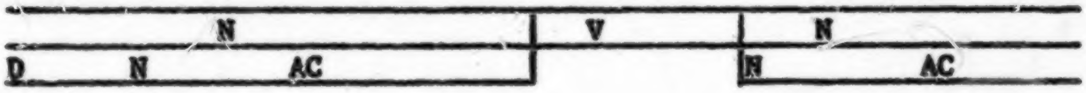
Basic Pattern:



He understands what the word means.

II. **Adjective Clause**. The adjective clause may modify any noun in any pattern. It follows the noun it modifies.

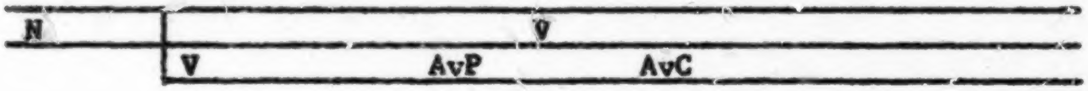
Basic Pattern:



The money that you give helps people who are in need.

III. **Adverb Clause**. The adverb clause may modify a verb in any pattern. It may occupy various positions in the sentence.

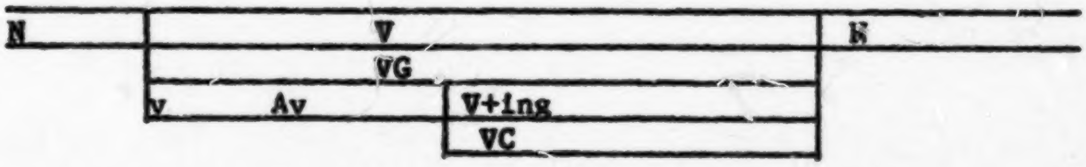
Basic Pattern:



We will come for you when you are ready.

IV. **Verb Clause**: Verb clauses are not frequent in English, but they do occur.

Basic Pattern:



She is forever "I told you so"-ing everybody.

Teacher's notes:

## V. Substitution of one form class for another.

A. There are four form classes.
   1. noun
   2. verb
   3. adjective
   4. adverb

B. These classes of words work in four function patterns.
   1. the noun function
   2. the verb function
   3. the adjective function
   4. the adverb function

Note: words may change form classes when their functions change.

C. The four functions may be performed by any one of the four units:
   1. the word
   2. the word-group
   3. the phrase
   4. the clause

D. In general these units can be substituted for the four form classes in the four functions. Note the word order may change.
   1. Single-word adjectives precede the noun.
   2. Adjective phrases and clauses follow the noun.
   3. The noun clause replaces the noun in the same relative position in the order of utterance.
   4. Adverb phrases and clauses replace single-word adverbs in the same positions in the utterance, though with some limitations.

E. The whole noun cluster can fulfill the function of any single-word noun.
   1. subject
   2. object
   3. object of preposition
   4. subjective complement, etc.

F. A noun can substitute for:
   1. a verb      We must staff the new organization.
   2. an adjective      It was a brick wall.
   3. an adverb      We will leave this week.

G. An adjective can substitute for:
   1. a noun      The beautiful are the fortunate.
   2. an adverb      The curtains hung straight.
   3. a verb      We must warm the milk.

H. An adverb can substitute for:
   1. a noun      Quickly is not always quietly.
   2. an adjective      The after effects were not forseen.
   3. a verb      We must down the ball before the whistle.

I. A verb can substitute for:
   1. a noun      Swimming is fun.
   2. an adjective      The singing bird sounded happy.
   3. an adverb      He came home singing.

## VI. Verbals.

A. A verbal is a verb-headword (V+ed/en, V+ing, TO+V) without an auxiliary which may be substituted for a noun, an adjective, or an adverb in any pattern where these other word classes normally occur.

B. When the verb-markers (auxiliaries) are not used with these verb-headwords the verb forms are no longer part of a verb group, but become available for use as nouns, adjectives, or adverbs.

C. In these substitute functions, these verbals may function with the markers of the class which they now represent and also retain their verb qualities, that is they may still have verb modifiers and complements.

D. Therefore, we may say that verbals are two form classes at once, but serve in one of the other three functions.

### Verbals as nouns

Basic Pattern:

| N | V | N |
|---|---|---|
| To+V | | |
| To learn | is | our ambition. |
| V+ing | | |
| Learning | is | our ambition. |
| To+V N | | |
| To learn English | is | our ambition. |

Basic Pattern:

| N | V | N |
|---|---|---|
| | | To+V |
| He | has learned | to study. |
| | | To+V N |
| She | learned | to speak English. |

Basic Pattern:

| N | | | | V | N |
|---|---|---|---|---|---|
| Prep | N | Prep | N | | |
| | To+V | | To+V | | |
| From | to stay | to | to go | was | a slow decision. |

**Basic Pattern:**

| N | | V | N |
|---|---|---|---|
| V+ing | N | | |
| Attending | school | is | our occupation. |

**Basic Pattern:**

| N | | V |
|---|---|---|
| D | N | |
| | V+ing | |
| Your | talking | must stop. |

**Basic Pattern:**

| N | V | N | |
|---|---|---|---|
| | | V+ing | |
| We | should never stop | learning. | |
| | | V+ing | N |
| Juan | tried | throwing | the ball. |

**Basic Pattern:**

| N | V | N | AvP | | |
|---|---|---|---|---|---|
| | | | Prep | N | |
| | | | | V+ing | |
| We | got | our knowledge | from | studying. | |
| | | | | V+ing | N |
| The student | spent | his time | in | drawing | pictures. |
| | | | | D | N |
| | | | | | V+ing |
| The class | annoyed | her | with | their | whispering. |

**Basic Pattern:**

| N | V | N |
|---|---|---|
| | | V+ed/en |
| The doctor | will aid | the wounded. |

| | | | | | |
|---|---|---|---|---|---|
| **Basic Pattern:** | N | V | N | AP | |
| | | | | Prep | N |
| | | | | | V+ed/en |
| | We | heard | no complaints | from | the defeated. |

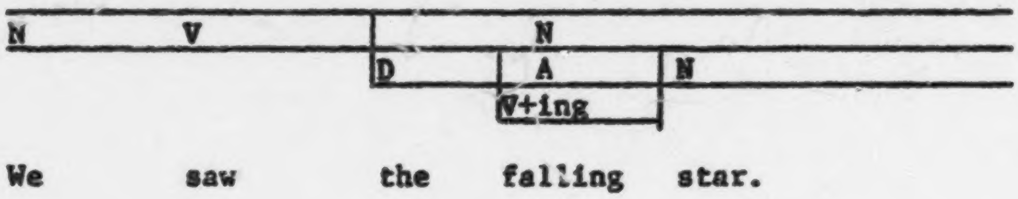
| | | | |
|---|---|---|---|
| **Basic Pattern:** | N | V | N |
| | V+ed/en | | V+ed/en |
| | Nominated | is not | elected. |

| | | | | |
|---|---|---|---|---|
| **Basic Pattern:** | N | V | N | |
| | | | N | To+V |
| | She | didn't want | the baby | to cry. |
| | | | N | V+ing |
| | He | heard | the children | playing. |
| | | | N | V+ed/en |
| | They | saw | their team | defeated. |

## Verbals as adjectives

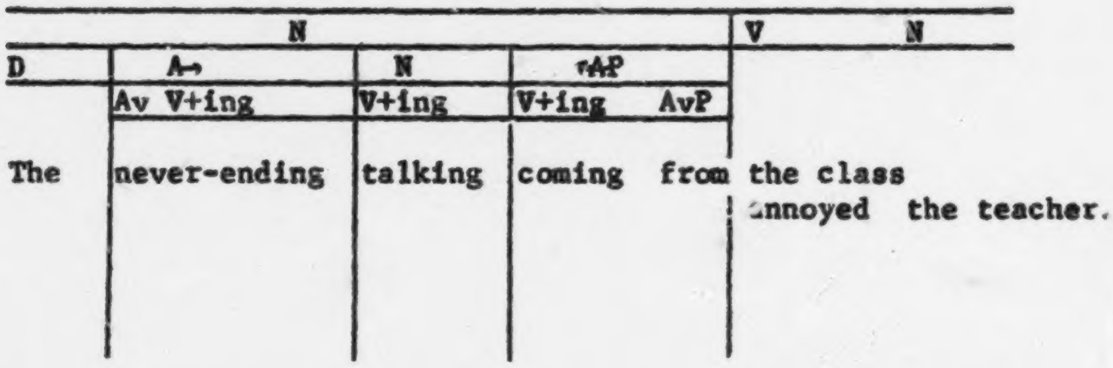
1. Single-word adjectives precede the noun.
2. Word-group adjectives usually follow the noun.
3. Sometimes the verbal adjective phrase precedes the noun it limits.
4. The phrase modifies the noun which is doing the action the verbal denotes.

Basic Pattern:


N
V
N
D
A
N
V+ing

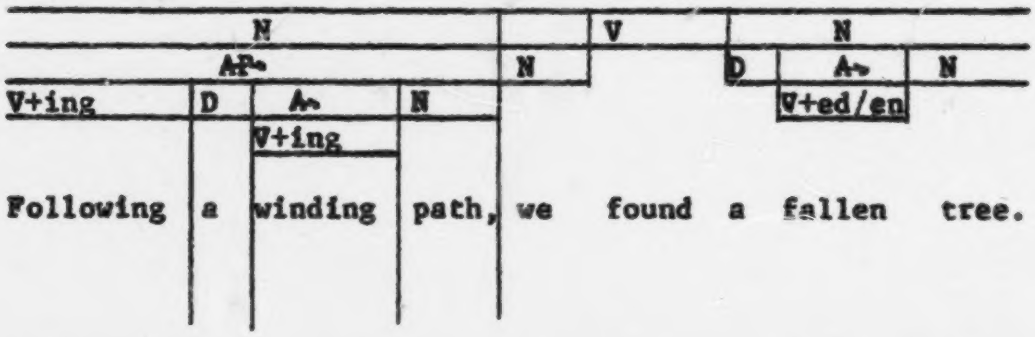
We saw the falling star.

Basic Pattern:


N
V
N
D
A→
N
AP
Av V+ing
V+ing
V+ing AvP

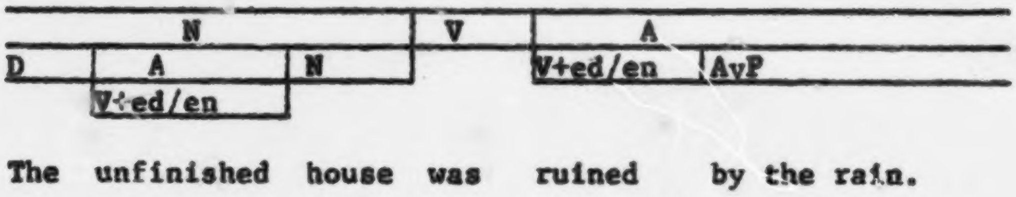
The never-ending talking coming from the class annoyed the teacher.

Basic Pattern:


N
V
N
AP→
N
D
A→
N
V+ing
D
A→
N
V+ing
V+ed/en

Following a winding path, we found a fallen tree.

Basic Pattern:


N
V
A
D
A
N
V+ed/en
V+ed/en
AvP

The unfinished house was ruined by the rain.

**Verbals as adverbs**

1. Usually a verbal used as an adverb will condition or limit the entire sentence, rather than just the verb.

2. Verbals substituting for adverbs will usually begin the sentence or end it.

Basic Pattern:

| AvP | | N | V | |
|---|---|---|---|---|
| To+V | N | | | |
| To tell | the truth, | we | cheated. | |
| V+ing | N | | V | Av |
| Barring | difficulties, | we | will finish | on time. |
| N | V+ed/en | | V | |
| Their work | done, | they | left. | |

Basic Pattern:

| N | V | N | AP | |
|---|---|---|---|---|
| | | | V+ed/en | N |
| The repairman | can fix | it, | given | time. |

Teacher's notes:

## APPOSITION

I. There are two kinds of repetition: compounding and apposition

II. Compounding is the naming of several things together either in a series (Europe, Asia, and Africa are continents.) or with a connector.(She danced and sang.)

III. Apposition is renaming the structure first mentioned in order to explain it, expand it, or emphasize it.

IV. Here are some examples of apposition:

A. Nouns

1. John Marshall, the author, autographed the book.
2. John has just finished the book, The Stargazer.
3. He felt like a fool, a blubbering idiot.
4. The senator, a very distinguished man, visited our school.
5. No person -- not anyone -- can speak to me like that.

B. Adjectives

1. The dress was a bright, vivid blue.
2. Hers was a firm, steady glare.
3. The sentence has a hidden, obscure meaning.
4. He was a reckless, careless driver.

C. Verbs

1. The girl shrieked -- screamed at the top of her lungs.
2. The old man tottered -- weaved unsteadily across the busy street.
3. We fertilized, added organic matter, to the soil.

D. Adverbs

1. She looked longingly, hungrily at the chocolate cake.
2. He operated craftily, too slyly.
3. Although, however, I must have the money.

E. Phrases

1. At midnight, at the stroke of twelve, the ghost appeared.
2. At the beginning, on the first page, you made a false statement.
3. I'll get the money -- by hook or by crook.
4. With the correct change, in very small change, he paid for the groceries.

F. Clauses

1. What I desire -- what I intend to have -- is recognition for my work.
2. When it is sunset, when the sun drops below the horizon, we will begin the battle.
3. If I do it -- if I should ever dare -- I'm sure I will be sorry.

G. Verbals

1. To sleep, to drift into dreams, is all I want to do now.
2. Composing, picking out simple tunes, is a delightful pastime.

H. Structure words

1. A, the, man came into my life today.
2. I can -- must -- finish this today.
3. She is under, really under, the weather today.
4. When, and if, I get there, we'll have a good time.
5. She is very -- exquisitely -- lovely.

I. Statements

1. He was broke.  He didn't have a penny.
2. He was an excellent worker.  No one could have done it better.

J. Different units which have the same function.

1. She quoted the speaker exactly, in the same words.
2. Whatever they say, good words or bad, is probably true.
3. I can't leave yet, not until later.

**Teacher's notes:**

## PREPOSITIONS

### Function:

1. The preposition is used to hook or connect a lexical word, usually a noun, pronoun, or equivalent word-group to a preceding word or word-group. It converts the noun, pronoun, or noun word-group into a modifier which is called a prepositional phrase. (Prep N)

2. Prepositional phrases are used to modify a noun, verb, or the complete sentence.

3. They may be used after nouns modified by a single-word adjective as secondary modification to further limit the meaning of the noun. In this instance they are called adjective phrases. (D A N←AP)

4. Prepositional phrases used to modify verbs are called adverb phrases. (V AvP)

5. The basic prepositions express time and space relationships and associations. Other prepositions may express agents and instruments.

### Inflections:

6. Prepositions do not change form by inflection, but may be combined or used in groups.

   with     within     in accord with

   The relationships expressed are refined progressively from single-word prepositions to double prepositions to word group prepositions.

### Word Order:

7. The preposition serves as the phrase marker and selects a headword which may immediately follow or which may follow intervening words.

   at home     at the Arizona Childrens' Home

8. Adjective and adverb phrases commonly follow the noun or verb they modify.

9. If the phrase modifies the entire sentence, it may be used at the beginning of the sentence.

10. Phrases may be used out of common word order to express emphasis or contrast.

11. Prepositions select object forms as distinguished from other connectives which select subject forms. They differ from like adverbs which do not select any form.

12. Words which commonly function as prepositions are often so closely connected to the verb that they are often combined into two-word verbs which may be used as verbs, adjectives, or nouns.

12 (cont)

The squirrel crawled up the tree.
The squirrel crawled down the tree.
The man cut the tree down.
He cut up the wood with his power saw.
He sold the cut-up wood to a farmer.
The farmer's son was a cut-up.

13. The prepositional phrase may be used in the position of a noun.

Out of sight (is), out of mind.

Stress:

14. A preposition used as a phrase marker is not regularly stressed. The headword in the phrase may receive stress. Note the stress differences in the following.

The squirrel crawled down the tree. (lack of stress)
The man cut up'the tree. (The stress on up helps determine that this is not used as a prep.)
The boy was a 'cut-up. (Stress on the first syllable helps determine that this is a noun)

15. Two prepositions are often used together.

out of
off of (speech)
down at
down from
down to

Teacher's notes:

## PREPOSITIONS

The following prepositions are said to occur in 92% of the instances in which prepositions are used. Fries found the average number of meanings listed for each in the Oxford Dictionary to be thirty-six and a half.

of
in
to
for
at
on
from
with
by

These prepositions may cause trouble for the Spanish-speaker for the following reasons:

Cognate verbs may select different prepositions.

Pienso en Juan -- I think of John.

The preposition may be incorporated into the verb.

Buscó el libro -- He looked for the book.
Esperó Maria -- He waited for Maria.
Miró el libro -- He looked at the book.

There is no single Spanish equivalent for at.

A la tienda -- to the store
A las tres -- at three o'clock
En casa -- at home

For may be expressed in various ways.

Esta carta es para Vd. -- This letter is for you
Esta carta fué escrito por Vd. -- This letter was written for you.
Se venden en cinco dólares. -- They sell for five dollars.

De may be used to express from or of.

María es de México -- Maria is from Mexico.
el libro de Vd. -- your book (the book of you)

The preposition may be used in Spanish when it is not used in English.

El muchacho llama a su perro -- The boy is calling his dog.
Acabó de terminar -- He has just finished.
Por aquí -- this way

There may be a difference between in and on and into.

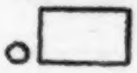
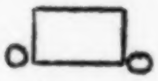
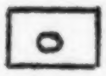
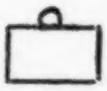
En la casa -- in the house
En la paréd -- on the wall

English may use a pronoun where Spanish does not.

**Student's list:**

## THE BASIC RELATIONSHIPS EXPRESSED BY PREPOSITIONS

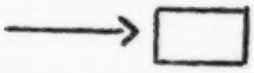
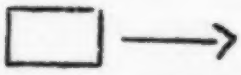
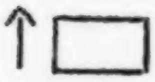
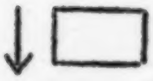
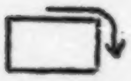
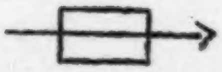
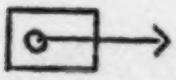
**Location:**

| | |
|---|---|
| at |  |
| by |  |
| in |  |
| on |  |

**Association:**

| | |
|---|---|
| of | ← |
| for | → |
| with | + |

**Direction:**

| | |
|---|---|
| to |  |
| from |  |
| up |  |
| down |  |
| off |  |
| through |  |
| out |  |

Student's list:

## LIST OF COMMON PREPOSITIONS

about
above
across
after
against
along
among
around
at
before
behind
below
beneath
beside
besides
between
beyond
but
by
despite
down at
down from
inside
into
like
minus
near
of
off
on
onto
opposite
out
out of
over
past
per
plus
re
round
save
since
than
except
toward
towards
under
underneath
until
unto
up
upon
versus
via
with
within
outside
without
to
in
till
from
throughout
for
through
down in

Than may be used as a preposition in speech -- I'm taller than him.

**Student's list:**

## WORD-GROUP PREPOSITIONS

according to
apart from
aside from
as to to
because of
by means of
by reason of
by way of
for purposes of
in accord with
in case of
in company with
in connection with
in line of
in lieu of
in place of
in regard to
in respect to
in spite of
instead of
in view of
on behalf of
on account of
prior to
relat ing to
subsequent to
with reference to
with regard to
with respect to

**Sample worksheet:**

## PREPOSITIONS

Using your common prepositions list, fill in the blanks in the following sentences with appropriate prepositions.

1. When lightning flashed, the dog hid ____________ the bed.

2. He walked ____________ the man threateningly.

3. He drove ________ his girl friend's house several times.

4. __________ for that one grade, he would have made honor roll.

5. There were several fast runners ________ the boys.

6. _____________ what you say, I think you really do like her.

7. She hid the money _____________ the mattress.

8. It was ____________ the mattress and the springs.

9. ______________ the country, the people heard of his great feats.

10. He put the bread back ____________ the wrapper.

11. He drove ___________ the block several times.

12. They drove to Los Angeles _________ route 84.

13. He went ____________ the call of duty when he saved that soldier's life.

14. I've spoken to you _________ that matter before.

15. She walked home __________ the two boys.

16. Everyone is going ___________ him.

17. He leaned ________ the building and tied his shoelace.

18. He is going _________ the rest of the gang.

19. I'm ___________ you and your tricks.

20. Please get your shoes ___________ the desk.

21. That favor is not ___________ my power to grant.

22. He was coming ________________ the stairs when someone pushed him.

23. Rita is going to the meeting _____________ Armando.

24. ______________ to the matter we discussed, the answer is "no".

25. He can't go to the social ____________ any money.

**Student's list:**

## LIST OF THE MOST COMMON CLAUSE MARKERS

that
so that
in that
such that
in order that
lest
so
as
only
like
than
when
where
why
how
whenever
wherever
however
who
whom
whose
whoever
whomever
as soon as
so long as
once

what
whatever
however
whatsoever
which
whichever
if
whether
although
though
while
unless
except
notwithstanding
since
because
as
inasmuch as
whereas
seeing
being as
being that
before
after
until
now

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